General

A. and M. Colleges.

Negro Presidents Of Colleges Meet

Telegraph

Educational Problems Discussed at Conference

5-4-33

In response to a call from President B. F. Hubert of the Georgia State Industrial college, Savannah, a meeting of Negro land grant college presidents of Georgia, Alabama, North Carolina, and South Carolina was held last week at the Log Cabin community center in Hancock county.

Macon, Ga.

President F. D. Bluford of the A. and T. college, Greensboro, N. C., was selected as chairman of the conference. Several discussions were held during the two days of the conference, including The Negro Land Owner as a Factor in Rural Planning, the Relation of a Live-at-Home Program to Rural Stability and The Responsibility of the Negro Land Grant College in the Present Crisis.

Resolutions were adopted setting out the following aims of the group

To establish and foster work or research problems in an effort to find the truth as a basis for teaching the field work.

To attempt to make the training for rural workers more specific and practical.

To arrange for constant staff contacts with actual farm situations as an aid to practical teaching.

To adjust courses to fit, as far as possible, the normal student; to seek to improve relationships and work through occasional professorship exchange.

To encourage the establishing of experimental community centers.

To encourage and develop plans for larger group of Negro land owners, with specific emphasis on productive soils and community development possibilities.

7 LAND GRANT COLLEGE HEADS IN FLA. MEET

Tallahassee Democrat

TALLAHASSE, Fla.—The presidents of the seven land-grant colleges in the lower South assemble here at the Florida A. & M. College January 30 through February 2 for a three-day conference.

This group of presidents had as their advisers President Trevor Arnett, president of the General Education Board; A. R. Mann, provost of Cornell University, and L. H. Foster, business manager of Virginia State College. According to Jackson Davis, Mr. Arnett's position now as head of the General Education Board is due to the recognition that came to him as auditor and vice-president of the University of Chicago, and Provost Mann's eminence in the field of land-grant college education is the result of his accomplishments in agricultural education and rural development in both America and Europe. Leo M. Favrot, general field agent for the General Education Board, was also a consultant at this conference.

Conferees included: President L. J. Rowan, Alcorn A. and M. College; J. F. Drake, Alabama State; M. F. Whittaker, South Carolina State; B. F. Hubert, Georgia State; W. R. Banks, Prairie View State; J. S. Clarke, Southern University, and President J. R. E. Lee, their host; also J. R. E. Lee, Jr., business manager of Florida A. and M. College, and the General Education Board representatives.

Floridian to Head College Group

Defender 11-18-33

After a three-day conference at the Y. M. C. A., 3763 Wabash Ave., the conference of presidents of Negro land grant colleges came to a close Wednesday morning.

The following colleges were represented: Alabama Normal, J. F. Drake president; State College of Arkansas, J. B. Watson president; State College of Delaware, R. S. Grossley; A. and M. college, Florida, J. R. E. Lee; State Industrial college, Georgia, B. F. Hubert; State Industrial college, Kentucky, R. B. Atwood; Southern university, Louisiana, J. S. Smith; Princess Anne academy, Maryland, T. H. Kiah; A. and M. college, Mississippi, L. J. Rowan; Lincoln university, Missouri, C. W. Florence; A. and T. college, North Carolina, F. D. Bluford; Agricultural and Normal university, Oklahoma, I. W. Young; State college, South Carolina, Miller Whittaker; Tennessee State college, W. J. Hale; Prairie View State college, Texas, W. R. Banks; Virginia State college, John M. Gandy, and West Virginia State college, John W. Davis.

The conference discussed and adopted resolutions dealing with eduational conditions in the South, the plight of our farmers and the program of rehabilitation now being carried out by the government. A committee was appointed to wait upon the president of the United States in the interest of the unpaid balance of the Morrill Nelson fund due the Negro land grant colleges. Another resolution was adopted securing for our schools the unpaid balance of the federal Morrill-Nelson due the Negro land grand colleges."

Calvin K. Stalnaker, assistant pastor of Third Baptist church here, has been appointed by the mayor to membership on the metropolitan housing authority. The authority is made up of five members and will direct the slum elimination projects and subsistence homesteads in Toledo and Lucas county through loans from the reconstruction finance corporation. Rev. Mr. Stalnaker is a graduate of Benedict college, Columbia, S. C., and Paine college, Augusta, Ga.

WIDER AID TO MASSES AIM OF PRESIDENTS OF LAND GRANT COLLEGES

Virginia

11-24-33 St. Louis Mo.

Educators To Direct Effort Toward Aiding Economic Welfare Of The Race

CHICAGO, Nov., —(ANP) Rededicating themselves and their institutions to the task of fitting the Negro youth of their states for life, with a "liberal yet practical" education, which might extend the benefits of their schools far outside their walls through the work of their graduates, the Conference of Presidents of Negro Land Grant Colleges, closed its eleventh annual session at the Wabash Avenue YMCA here Wednesday. Hearing analysis of the economic crisis which faces the Negro today, from numerous experts in both educational and other fields, the group discussed methods of developing curricula and administrative practices which tie the state schools securely to programs aimed at uplifting the masses of Negroes.

Looks To Future

"We have a full year of activity before us," said newly elected President J. R. E. Lee of Florida A. & M. college. "Among the objectives embodied in our resolutions are the development of plans to aid Negro farmers and tenants to buy homes and to become independent renters, to insist upon the proper share of financial aid provided by agencies under governmental supervision, to concentrate upon the proposition of sending back to the various communities of our states, trained young leaders who know what they are about and who are willing to enter wholeheartedly into the life of the rural folk; To promote a meeting with both the presidents of the white and colored land grant schools present, so as to work out a joint program of making our colleges serve all the pepole.

"We have appointed a committee which is to wait on President Roosevelt in the interest of

COLLEGE HEADS TOLD TO SEND OUT FIGHTERS

Afro-American

Land Grant Heads Addressed by Foreman at Chicago Meet.

11-18-33

NRA GIVES NEGRO BIGGEST CHANCE

Baltimore

Full Wages Guaranteed by Government.

CHICAGO (ANP)—Clark Foreman, snappy, intrepid, ten-generation white Southerner, stood up before the presidents of Negro land-grant colleges Tuesday, meeting here for their annual conference, and told them that it was their duty and the duty of the educated Negro to organize the masses of Negroes to "fight for their rights."

Dr. Foreman is adviser on the economic status of the Negro, in the office of Secretary of the Interior, Harold L. Ickes. His appointment to represent the interests of the Negro in the recovery program met with bitter opposition from Negroes who insisted that the time was long past when a white man should be adjudged the best person to advance the cause of the Negro, especially a Southern white man.

"The Negro's grand opportunity is here," he told the college presidents.

The achievements of the NRA were defined as:

1. Guaranteeing to American labor the right to organize.
2. The abolition of child labor.
3. The organization of industry, to reduce working hours and raise wages.
4. The Public Works program, through which it is possible for state, county, and city organizations in good financial standing to receive 100 per cent financing from the Federal Government for enterprises socially and economically sound.
5. The assistance offered to farmers in the way of feed, seed, and fertilizer loans, crop reduction subsidies, etc., by the Department of Agriculture.
6. The stand taken by the President that no person in this country shall be allowed to starve.

Dr. Foreman emphasized that the Negro has failed to take advantage of what the government offers and insisted that he should do so.

"I hope that you gentlemen will go back to your colleges determined to build up support locally for the administration. The government has assured you the right to organize, but it is up to you to take advantage of it; and it is up to the educated leaders of the Negro race to help their uneducated kinsmen to organize and to be prepared to fight for their rights," declared Mr. Foreman.

Continuing, he said, "The time is past for any group to receive those who would keep them quiet docilely the lulling propaganda of while exploiting and discriminating against them. Negroes are entitled to full economic and political rights and should, through the perseverance and courage of their own leadership, insist on these rights in every possible way."

Alabama

Education - 1933

Colleges

Birmingham News
September 3, 1933

SCHOOL TO OPEN

ANNISTON — Margaret Barber Seminary, one of the South's leading female Negro educational institutions, will open its 1933-34 session Tuesday, the Rev. H. M. Hosack, president, announced Saturday. A teachers institute, to be attended by the entire faculty, will precede the opening.

Education

Colleges

WILMINGTON, DEL.
NEWS

AUG 9 1933

COLORED COLLEGE

THE State College for Colored Students, located at Dover, has been, we think, successful from the start, and is doing a fine work. Delaware aims to give its colored citizens every kind of educational advantage.

Governor Buck has just appointed trustees, and judging by their ability the State College will maintain fully the fine character that has marked it in the past. The college is delightfully located near the middle of the State.

Education - 1933

Colleges

D.C.

H.U. YEAR COSTS GIRLS $600, BOYS $550

Afro-American 2-11-33

30 Per Cent of Boys, 9 of Girls, Work Their Way Through

Baltimore, Md.

AVERAGE PARENT EARNS $1,559

Education of Children Real Sacrifice.

WASHINGTON, D.C.—It costs the average girl $600 and the average boy $550 to spend a year at Howard University, according to a survey conducted by Prof. Charles M. Thompson, editor of the Journal of Negro Education, and published in the January issue.

Fourteen per cent of the girls were found to spend as much as $850 a year, but only 9 per cent of the boys could be found to spend as much as $800 during the same period.

Eighteen per cent of the boys and 72 per cent of the girls received all their college expense money from home. Twenty-eight per cent of the girls and 81 to 88 per cent of the boys worked after school hours. Their jobs included everything from dishwashing to clerical work and teaching. Only 3 per cent of the students got money from scholarships and the average amount of money saved by those who worked during the summer was $193.00.

The Average Parent

The average parent of Howard University students is earning an annual income of $1559 a year. Some parents are earning as little as $1200 a year and contributing $379 to $527 of this amount towards the education of their child annually According to Prof. Thompson, "It is impossible to explain how homes with such meager incomes can afford to expend such disproportionate amounts for education except in terms of a sacrifice that is hardly creditable."

MINER TEACHERS' COLLEGE NOW IN CLASS A

Tribune 3-5-33

Official Investigator Praises President and Faculty Very Highly

Washington

Miner Teachers' College has been given Class A rating and is now accredited by the American Association of Teachers' Colleges. The rating was granted at the meeting of the association at Minneapolis, Minn., February 25. President Clark, of Miner, attended the meeting.

H. W. Rockwell, president of State College, Buffalo, N.Y., made the survey of the college for the association, in December, and found one point of deficiency, the library. That has been adjusted by the donation of $25,000 with which to purchase the books necessary to bring up that point. The association requires at least 15,000 volumes for the college library. Miner had only 7,800 at the time of the survey.

In his report Mr. Rockwell said:

"The high point of interest in my brief tour of inspection was experienced at Miner Teachers' College. Common with most others, I had a pre-conceived notion of the inferiority of Negro education. To have one's established ideas violently upset, gives zest to any experience and to come to the close of a day with admiration for the superior where I had expected to approve merely the mediocre, was something in the nature of an educational adventure. As Dean Hunt remarks in his report of a year ago, 'To even such a casual visitor the experience was inspiring.'

"For a period of six hours I met two score faculty members, and saw several hundreds students, and half a thousand more in the training school, and during the entire period I did not see or hold speech with a white person.

"In meeting President Clark, one is impressed with his charm of personality as well as with the very able professional control which he exercises over his college. Curious as to his background, I hazarded the remark that I presumed he was a graduate of Howard, referring to the university for the colored which adjoins the Miner Teachers' College campus. To my surprise he modestly informed me that he prepared at Exeter and graduated from Williams College. Working his way up through the ranks in education, he now finds himself at the head of Miner Teachers' College after having been assistant superintendent of the City of Washington in charge of education for the colored people.

"Miner Teachers' College grew out of a small, comparatively insignificant beginning made by Miss Myrtilla Miner, who, as President Clark advised me, was a noble Yankee woman who came to Washington in the late fifties and organized a school for the training of colored girls as teachers.

"From this humble beginning, Miner Teachers' College could now, as I should judge, be easily classed as the leading undergraduate Teachers' College for the colored to be found anywhere. It sends its graduates into eighteen Southern states, has no difficulty in making a seventy-five per cent placement record even in these strenuous times, and last year its bureau of placement sent twenty-seven teachers to teacher training institutions as critics, all possessing the degree of A.B., which they achieved by taking an additional year at Howard after finishing at Miner.

"The first graduating class of the four-year basis will be awarded diplomas next June.

"One is immediately impressed with the high morale at Miner and one wonders how so many able faculty members with master's and doctor's degrees could be recruited from among the colored. A partial explanation of this fact is to be found in a statement made by Superintendent Ballou to the effect that when a colored man or woman achieves distinction in the educational field he can conceive of no greater honor than to secure a position in the capital city.

"The spirit of progress characterizes this faculty group. Last summer every faculty member at Miner, who had less than a Ph.D. degree, including the president, was in some summer session as a student. This high professional morale carries over into all the relationships which one observes there, and there is a high degree of mutual confidence, cheerfulness, and good will.

"Nowhere else have I seen symbol of such apparent excellence of each course offered in evidence in the president's office."

Education - 1933

Colleges.

D.C.

Lincoln's "Who's Who" Record Really Betters Howard's

Afro-American

Howard Leads, But Merely on Strength of Its Professional Departments. College is Behind Lincoln's Record.

(From the Crisis)

Mr. Horace M. Bond has made an interesting study at Fisk on "What Schools Train Negro Leaders." The books "Who's Who in America" and "Who's Who in Colored America," were used to determine leadership.

In the final composite rates based on the rank of the first five Negro institutions, the report says:

"As a general summary of the problem as to where Negro leaders are trained, the table below brings together the five institutions in each category which led, with reference: (a) to persons reported in Who's Who in Colored America with undergraduate degrees; (b) to persons reported in Who's Who in Colored America who reported attendance; (c) to persons reported in Who's Who in America who reported undergraduate degrees, and (d) persons reported in Who's Who in America who reported attendance.

Who's Who in Colored America

Negro Institutions Degree Graduates	No. (a)
Lincoln University	82
Howard University	64
Fisk University	35
Morehouse College	22
Atlanta University	21
White Institutions	
University of Chicago	18
Harvard University	14
Yale University	9
Dartmouth College	6
Indiana University	6

Reported Attendance	No (b)
Howard University	231
Meharry Medical College	142
Lincoln University	91
Atlanta University	80
Fisk University	49
White Institutions	
Harvard University	82
University of Chicago	81
Columbia University	79
Boston University	37
Northwestern University	32

Who's Who in America

Degree Graduates	No. (c)
Fisk University	7
Lincoln University	6
Atlanta University	5
Howard University	3
Livingstone College	2
Morehouse College	2
New Orleans	2
Walden	2
White Institutions	
University of Chicago	4
Harvard University	3
Oberlin	2
(Numerous others with each one.)	

Reported Attendance	No. (d)
Fisk University	10
Atlanta University	8
Howard University	8
Lincoln University	7
Wilberforce University	5
Allen University	5
White Institutions	
University of Chicago	11
Harvard University	10
Columbia University	9
Berlin	3
Boston University	3
University of Pennsylvania	3
Oberlin	3
Union Theological Seminary	3

Summary

The following five schools emerge in a composite rating:

Howard U. .....first with 31 points
Lincoln U. ...second with 29 points
Fisk U. .....third with 16½ points
Atlanta U. ....fourth with 14 points
Meharry Medical College .....fifth with 8½ points

AFRO EDITOR'S NOTE—Howard has in addition to its college department, teachers' college, law, medical and theological departments. Lincoln has a college and theological department only.

Considering this fact, Lincoln's Who's Who record really betters Howard's.

Howard Trustees Effect Further Economies By Cutting Out Courses

Afro-American 5-6-33

New York,

At a special meeting of the Howard University Board of Trustees, held at the Hotel Commodore, New York City, on April 28, further economies were effected for the next academic year. Among these were:

That all courses in electrical engineering, civil engineering mechanical engineering and architecture be dropped at the end of the next academic year.

That the Correspondence, Evening School and Religion courses be discontinued at the end of the present academic year, and that the School of Religion thereafter proceed as a graduate school only.

That the summer sessions be discontinued immediately.

Another important measure adopted at this meeting was: That for the academic year 1933-1934 students be permitted to meet their regular college bills in such installments as shall be determined by the Executive Committee after consultation with the several deans and the treasurer.

The trustees also announced that during the present crisis as many of the present teaching force as possible would be retained.

ENROLLMENT AT HOWARD DROPS 23 PER CENT

Afro-American

Interior Department Reports Annual Inspection of Plant.

12-23-33

18 PROFESSORS WERE CUT OFF

Baltimore,

Faculty Reduced from 263 to 245.

WASHINGTON—Howard University was inspected in accordance with the law during the months of May and June, last, by a committee of specialists of the Office of Education, according to the annual report of Harold L. Ickes, Secretary of the Interior, made public last Tuesday.

The report states that for the first time the university has felt seriously the effects of the depression. Evidence was found in decreased enrollments.

According to the report, the depression has also checked somewhat the plans of expansion of the university in the enlargement of its teaching staff and in the development of the building program. The 10-year program of development, however, it is said, has been followed as closely as the finances of the university would permit.

23 Per Cent

A decrease of 23 per cent in enrollment for 1932-33 is also reported. The grand total enrollment last year was 1,893, of whom 1,094 were men and 799 were women. For the year before the enrollment was 2,464 of whom 1,464 were men and 1,000 were women. The report says that this loss was distributed quite evenly among the several major divisions of the university, although the college of applied science and the theological schools registered slight gains.

The teaching staff in 1932-33 had 263 members, of whom 152 were full-time and 111 were part-time teachers, equalling a full-time staff of approximately 173 teachers. This staff represents a reduction in the number of teachers employed in 1931-32 of 13 full-time and 5 part-time teachers.

Million Income

According to the report, the total income of the university in 1932-33 was $1,090,844, of which $661,422 was from the Federal Government and $429,422 from private and institutional sources. The income in 1931-32 was $1,277,380 from the Federal Government and $564,070 from private and institutional sources, a total of $1,841,450.

The loss in total income in 1932-33 as compared with the preceding year was $750,606. The report states, however, that this loss does not affect to so great an extent the income for operation and maintenance for 1932-33, as $602,380 of the 1931-32 income was for building construction, while for 1932-33 only $29,891 was available for that purpose.

The total operating expenditures reported for 1932-33 were $1,046,328, as against $1,745,195 in 1931-32, certain amounts received from gifts for land each year being still unexpended.

New Tunnel

The report also sets out that in 1932-33 there was constructed a new reinforced concrete walking tunnel system for the distribution of heat, light, and power. This tunnel is said to be one mile in length and consists of 5 by 7 feet and 4 by 4 feet tunnels for the distribution of heat, and a separate and distinct concrete-encased terra cotta system of distribution for the new high tension electric distribution service, and the installation of a new system of piping in the tunnel for the distribution of heat.

There was also completed the emergency construction project which consists of new highways and the landscaping of the science quadrangle area.

Education—1933

Florida

Colleges.

JR. COLLEGE NAMES INSTRUCTOR OF SOCIOLOGY

World 12-1-33

Birmingham

TAMPA, Fla.

Dean James Alpheus Butler of the Tampa Junior College for Negroes announced the appointment of Rev. Father Anthony A. Kiel, A. B., A. M., as instructor of sociology and religion at the Tampa Junior College.

Father Keil is a leader and builder of Negro life and character in the city of Tampa. Father Keil is honored, respected, and loved by a host of Negro citizens. The students enrolled at the Tampa Junior College are proud and happy to have Father Keil as a member of the faculty and classes in sociology have already begun under the leadership of Father Keil. Father Keil holds both the degrees of Bachelor of Arts and Master of Arts.

Colleges.

2,548 FINISHED OUR COLLEGES IN YEAR 1933

Crisis Summary Says Howard 1st, Hampton 2nd, Tenn. 3rd.

20,000 ENROLLED IN COLLEGES NOW

Ohio State U. Leads Among Whites.

NEW YORK.—A total of 2,548 individuals were graduated from our colleges and universities in 1933, according to a survey made by the Crisis magazine.

Howard University, with 197 graduates, leads the list while Tennessee State with 104 and Hampton with 101, are next in order.

The enrollment in colored schools during the year 1932-1933 has been 26,296, the Crisis reports. There were also a large number of graduates from mixed institutions, the University of Illinois leading with 26 graduates, Ohio State University second with 26, and Columbia University and Hunter College coming next with 15 each. Ohio State, however, has the largest enrollment, 250.

In addition to baccalaureate degrees the following institutions granted Master of Arts degrees: Howard, 34; Fick, 21; Atlanta U., 18 and Lincoln, 1. From its professional schools, Howard graduated 80, 42 of whom received degrees in medicine.

Colleges with their enrollments and graduates with the Bachelor's degree are as follows:

Name	College Enrollment	Degree, A.B. or B.S.
Howard	1,893	197
Hampton	865	101
Tennessee A. & I. State	843	104
Wilberforce	676	95
Virginia State	554	66
Tuskegee	552	67
West Virginia State	505	73
Miner Teachers'	487	61
Langston C.A. & N.	484	34
Atlanta, Spellman & Morehouse	464	75
Prairie View State	462	27
Morgan	453	59
Fisk	449	57
Florida A. & M.	422	35
South Carolina	381	57
Kentucky State Industrial	374	33
Clark	370	56
State Teachers' (Ala.)	357	13
Wiley	325	33
Stowe Teachers'	320	11
Morris Brown	319	27
Bishop	306	30
Virginia Union	300	51
Lincoln, Pa.	292	66
Bluefield State Teachers'	287	17
Xavier	287	22
N.C. College for Negroes	283	32
State Normal (Fayetteville, N.C.)	278	32
Johnson C. Smith & Barber-Scotia	275	47
Meharry Medical	271	81
Benedict	264	30
Lane	264	35
Le Moyne	259	22
Winston-Salem Teachers'	257	25
Shaw	250	43
Southern University	267	50
Knoxville	244	46
Louisville Municipal	243	8
Texas	237	16
Talladega	217	42
Lincoln University, Mo.	207	22
Bennett	203	16
New Orleans University	201	20
Arkansas State	197	7
Elizabeth City State Normal	190	...
St. Augustine	188	22
Paul Quinn Junior	185	...
Houston Colored Junior	184	48
Bethune-Cookman	183	...
Alcorn A. & M.	175	45
St. Paul Normal & Industrial	171	...
Livingstone	152	24
Tillotson	150	15
Paine	136	14
Maryland Normal	122	...
Straight	115	19
Rust	103	15
State A. & M. Institute (Normal Ala.)	103	...
Brick Junior	86	7
Virginia Theological	86	...
Tougaloo	86	12
Coppin Normal	84	...
Mary Allen Junior	82	...
Jackson	75	10
State, Dover, Del.	69	...
St. Philips Junior	60	...
Morristown N. & I.	57	...
Princess Anne Junior	10	...
Total	20,296	2,273
Total other degrees		209

* * *

The enrollment of colored in white institutions and the numbers who will receive Bachelor's degrees are as follows:

Ohio State University	250	26
Columbia University	222	15
Hunter	204	15
University of Chicago	200	8
New York University	150	6
Temple University	150	...
University of Illinois	141	28
University of Kansas	125	10
State University of Iowa	123	5
University of Cincinnati	100	20
University of Pennsylvania	95	5
College of the City of New York	75	9
University of Michigan	71	15
Boston University	70	2
University of Pittsburgh	60	...
Indiana University	70	7
Oberlin	51	10
Butler College	38	3
Western Reserve University	45	5
University of California at Los Angeles	35	6
University of Minnesota	34	3
Washburn College	33	4
University of Nebraska	32	6
St. John's College, Brooklyn	30	1
Kansas State College	26	1
University of Pennsylvania	25	8
Harvard	19	3
Cornell University	22	...
University of Southern California	15	1
Pennsylvania State College	14	4
Ohio University	14	2
University of Colorado	13	3
Northeastern University	12	3
Purdue University	11	...
International Y.M.C.A. College	10	2
Bates College	9	3
Syracuse University	8	2
Yale University	8	1
Sargent School	8	1
University of Denver	7	...
Earlham College	7	2
Portia Law School	6	...
Drake University	6	1
Michigan State College	6	...
Wellesley College	5	2
Drew University	4	...
University of Rochester	4	...
University of Oregon	4	1
University of Washington	4	...
University of Buffalo	4	...
Dartmouth College	3	...
Colorado College	3	1
Amherst College	3	1
Radcliffe College	3	1
Tufts College	3	1
University of Detroit	3	...
Rutgers University	3	1
University of New Mexico	3	...
Smith College	3	...
Mount Holyoke College	2	1
Wesleyan University	2	1
Iowa Wesleyan College	2	...
University of Akron	2	1

Twelve with Ph.D.

From these colleges there were graduated 12 Doctors of Philosophy; 116 Masters of Arts and Science; 16 Bachelors of Law; 9 Doctors of Medicine; 2 Doctors of Dental Surgery; 3 Bachelors of Divinity and 19 others with high degrees.

In 1932 there were 1,845 individuals graduated with Bachelors' degrees from our institutions, which had a total enrollment of 16,918. From the mixed institutions there were 238 receiving the Bachelor's degree and 146 receiving the A.M. degree.

A comparison of the leaders of 1932 and 1933 shows little variation. Howard led in enrollment and graduates in 1932, with Hampton and Tennessee State next in enrollment. This year, however, the Tennessee school leads Hampton in graduates but not in enrollment. Prairie View, fourth in enrollment in 1932 and third in graduates, is eleventh in enrollment this year.

Wilberforce is fourth in enrollment this year. Virginia State, eighth in enrollment in 1932, is fifth this year, while West Virginia State, sixth last year, is seventh in enrollment in 1933.

109 COLLEGES LISTED IN U.S. DIRECTORY

Student Bodies Range Anywhere from 10 to 2,000.

28 STATES HAVE SUCH COLLEGES

N.C. and Texas Each Has 13 Colleges

NASHVILLE, TENN.—A total of 109 colleges and universities, varying in enrollment from 10 students to 2,000, are listed in the U. S. as a result of a study made by Fred McCuistion, executive agent of the Southern Association of Colleges and Secondary Schools.

Many of the smaller colleges, the report points out, are primarily secondary schools. Of the total reporting, 44 enrolled less than 100 college students with an average of 45 each. The size of colleges varies considerably.

The complete list of institutions by states, the number of years of college work offered and their college enrollment follows:

(From a report on Higher Education of Negroes by Fred McCuistion, agent of South Association of Colleges and Secondary Schools).

Institutions by States	No. Years College Work Offered	College Enrollment
ALABAMA		
Talladega	4	221
Tuskegee	4	576
Miles Memorial	4	91
States Teachers*	4	338
State A. & M.*	2	82
Selma U.	4	26
ARKANSAS		
State A. M. & N.*	4	134
Arkansas Baptist	4	51
Shorter	4	25
Philander Smith	4	111
Dunbar Junior*	2	128
FLORIDA		
Edward Waters	2	49
Bethune-Cookman	2	67
Florida N. & I.	2	77
State A. & M.	4	472
GEORGIA		
Atlanta	4**	69
Morehouse	4	281
Spelman	4	211
Central City	2	12
Clark	4	347
Fort Valley H. & Ind.	2	47
Georgia N. & A.*	2	48
Georgia St. Ind.*	4	137
Morris Brown	4	264
Paine	4	154
State T. & Agri.*	2	63
KENTUCKY		
Kentucky St. Ind.*	4	272
W. Kentucky Ind.*	2	103
Louisville Municipal*	4	185
Lincoln	2	37
LOUISIANA		
New Orleans	4	473
Straight	4	125
Xavier	4	192
Southern*	4	297
Louisiana N. & I.*	2	57
Leland	4	98
Coleman	2	10
MARYLAND		
Morgan	4	521
Coppin Normal	2	107
St. Norm. Col. Youth*	2	111
Princess Anne*	2	17
MISSOURI		
Lincoln*	4	196
Stowe Teachers	4	599
Western	2	37
MISSISSIPPI		
Alcorn*	4	168
Tougaloo	4	96
Jackson	4	56
Rust	4	84
Mississippi Ind.	4	21
Natchez	4	28
Southern Christian	2	19
NORTH CAROLINA		
Agri. & Tech.*	4	279
N.C. Col. for Negs.*	4	284
Winston-Salem Tchrs.*	4	251
Elizabeth City St. N.	2	181
Fayetteville St. N.*	2	284
Bennett	4	157
Johnson C. Smith	4	245
Livingstone	4	215
Shaw	4	262
St. Augustine's	4	179
Brick Junior	2	94
Kittrell	2	58
Barber-Scotia	2	73
OKLAHOMA		
Colored A. & N.	4	533
SOUTH CAROLINA		
Allen	4	263
Benedict	4	242
Claflin	4	122
Morris	2	120
State A. & M.*	4	322
Bettis	2	32
Brewer Junior	2	8
Friendship	2	28
Voorhees N. & I.	2	26
TENNESSEE		
State A. & I.*	4	681
Fisk	4**	447
Knoxville	4	300
Lane	4	263
LeMoyne	4	220
Morristown N. & I.	2	37
Roger Williams	4	30
Swift Memorial	2	28
TEXAS		
Prairie View St.	4	661
Wiley	4	336
Bishop	4	388
Texas	4	264
Mary Allen Sem.	2	125
Paul Quinn	2	90
Samuel Huston	4	217
Butler	2	71
Tillotson	4	155
Jarvis Christian	2	38
Guadelupe	2	32
Houston Municipal*	2	322
St. Phillips Junior	2	64
VIRGINIA		
State*	4	568
Virginia Union	4	333
Hampton	4	889
Lynchburg Sem.	4	
St. Paul N. & I.	2	81
WEST VIRGINIA		
State*	4	621
Storer	2	51
Bluefield*	4	274
DELAWARE		
State*	2	52
OHIO		
Wilberforce	4	553
PENNSYLVANIA		
Lincoln	4	318
Cheyney Training*	3	183
WASHINGTON, D.C.		
Miner Teachers*	4	408
Howard*	4	1573

* Public.
** Plus Graduate Work.

Ten Southern Colleges Mow Given the "A" Rating

Association Adds Smith, Wiley and Virginia State at Recent Annual Meeting.

NASHVILLE, Tenn.—(ANP)—At the annual meeting of the Southern Association of Colleges and Secondary Schools in this city recently, the following institutions were approved as standard four-year colleges—class "A": Johnson C. Smith, Charlotte, N.C., Virginia State College Petersburg, Va., and Wiley College, Marshall, Texas.

The following institutions were approved as standard four-year colleges—class "B": Morris Brown College, Atlanta, Ga., St. Augustine's College, Raleigh, N.C., and Tillotson College, Austin, Texas.

The following institutions were approved as standard two-year junior colleges—class "B": Barber Scotia Junior College Concord, N.C., Florida N. and I. Institute, St. Augustine, Fla., Fort Valley N. and I. School, Fort Valley, Ga.

The complete list of Negro colleges rated by the Southern Association to date is as follows:

Standard Four-Year Colleges—Class "A"

Talladega College, Talladega, Ala.
Atlanta University, Atlanta, Ga.
Morehouse College, Atlanta, Ga.
Spelman College, Atlanta, Ga.
Fisk University, Nashville, Tenn.
Hampton Institute, Hampton, Va.
Johnson C. Smith University, Charlotte N.C.
Virginia State College, Petersburg, Va.
Wiley College, Marshall, Texas.
Tuskegee Institute, Alabama.

Standard Four-Year Colleges—Class "A"

Florida A. and M. College, Tallahassee Fla.
Clark University, Atlanta, Ga.
Paine College, Augusta, Ga.
Kentucky State Industrial College Frankfort, Ky.
Louisville Municipal College, Louisville, Ky.
Xavier University, New Orleans, La.
Southern University, Baton Rouge, La.
Tougaloo College, Tougaloo, Miss.
Bennett College, Greensboro, N.C.
Livingstone College, Salisbury, N.C.
North Carolina A. & T. College, Greensboro, N.C.
State A. and M. College, Orangeburg, S.C.
Knoxville College, Knoxville, Tenn.
LeMoyne College, Memphis, Tenn.
Bishop College, Marshall, Texas.
Prairie View State N. and I. College Prairie View, Texas.
Virginia Union University, Richmond Va.
Morris Brown College, Atlanta, Ga.
St. Augustine's College, Raleigh, N.C.
Shaw University, Raleigh, N.C.
Tillotson College, Austin, Texas.
North Carolina College for Negroes Durham, N.C.

STANDARD TWO-YEAR COLLEGES—CLASS "A"—10 Pt. .. .. ..
Mary Allen Seminary, Crockett, Texas.

———o———

Standard Two-Year Colleges—Class "A"

Bethune-Cookman College, Daytona Beach, Fla.
Houston Municipal Junior College for Negroes, Houston, Texas.
State A. and M. Institute, Normal, Alabama.
N. and I. Institute, St. Augustine, Fla.
Fort Valley N. and I. School, Fort Valley, Ga.
Barber-Scotia Junior College, Concord, N.C.

Education - 1933

Colleges.

Georgia

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Inter-Racial Celebration Held for Golden Anniversary of Its Founding

By MINNIE SINGLETON

AUGUSTA, Ga., Feb. 7.—For the first time in American history an event connected with the progress of the Negro race opened at St. John's Methodist Episcopal church, Green street, Tuesday night at o'clock. A capacity house despite the inclement weather turned out to do honor to the nationally significant bi-racial program.

The master of ceremonies for the opening service was Dr. W. G. Cram, general secretary of the board of missions of the M. E. church, South. The program opened with the congregation singing "Come Thou Almighty King," followed by a short devotional service conducted by Dr. W. H. Laprade, presiding elder of the Augusta district.

The key of the city was given the delegation body of the general missionary council and the guests attending the Golden Jubilee of Paine college by Paul Stevens, city attorney, substituting for the Mayor, Dr. W. G. Jennings, who was not able to be present. In his cordial welcome, he paid a glowing tribute to the general missionary council of the M. E. church, South, for having their meet come to Augusta, which marked the first time in the history that a town of its size had been graced with this honor.

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2/8/33

Macon Telegraph

Macon, Ga.

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NEWS

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FEB 15 1933

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Education - 1933

Colleges.

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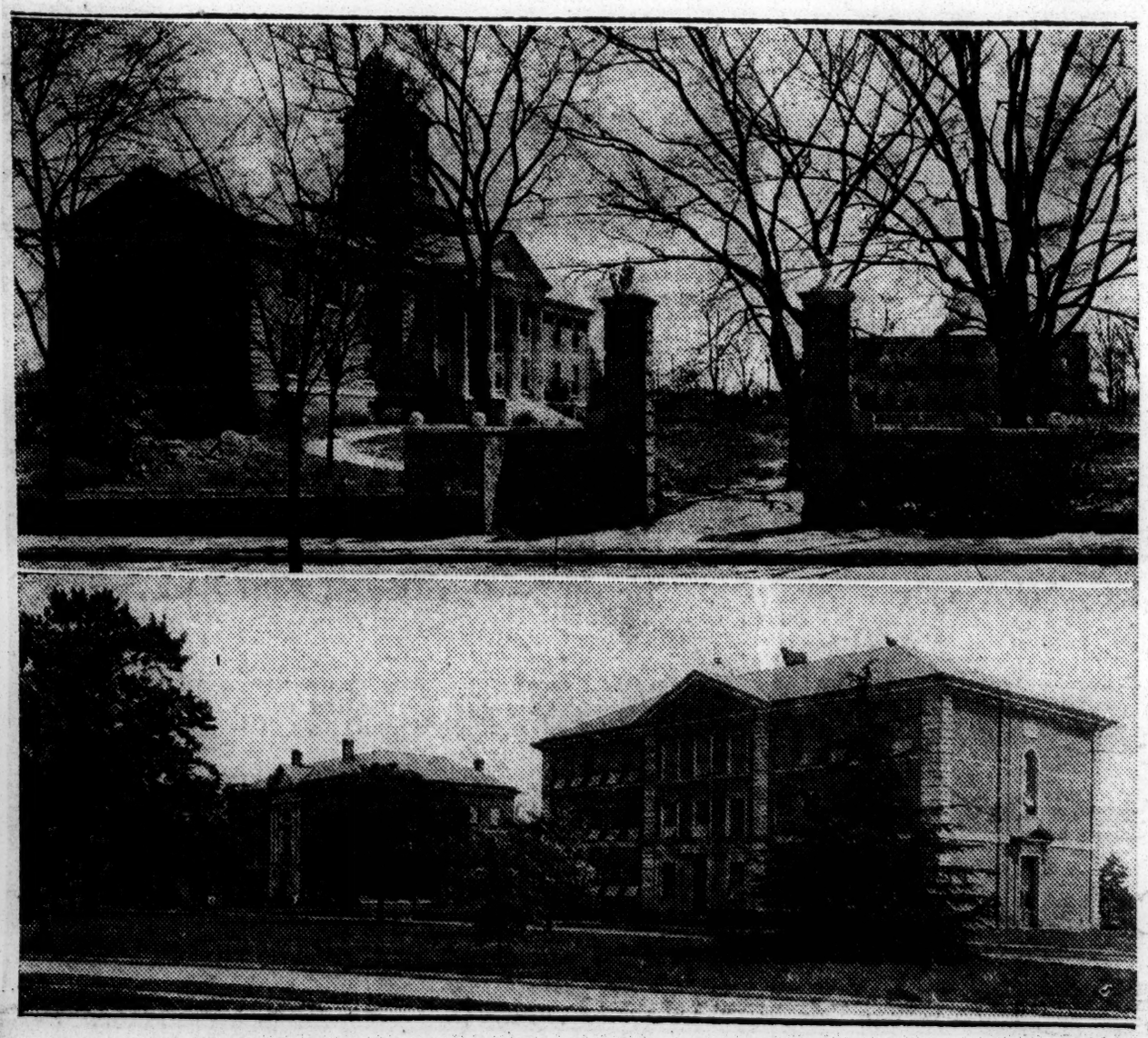
ATLANTA, GA.
CONSTITUTION

JUN 25 1933

Atlanta Center of Higher Education for Negroes; Local Graduates Leaders of Race All Over Natior



Types of new buildings being constructed for Atlanta's negro institutions for higher education. Top, administration building at Atlanta University, with new $30,000 library in background. Bottom, scene on Spelman College campus.

By KENDALL WEISIGER.

Atlanta is the world's greatest center of college education for negroes. This statement will be a surprise to many, yet it is a fact. Outranked in colored population by seven American cities (five of them north of the Potomac), it outranks every other city in America or abroad in the number and enrollment of its negro colleges.

This condition had its beginning shortly after the Civil War, when Atlanta was selected by a number of missionary societies as a good place in which to found schools for colored people. These schools grew and developed and their presence attracted others, so that there are today in Atlanta seven first-class institutions of higher learning which are training negro men and women for positions of leadership among their people, particularly in the fields of teaching, the ministry, missionary work, social service, medicine and other useful pursuits. These seven schools enroll in the aggregate, even in these depression times, more than 1,300 students a year. Six of them have a history of 50 years or more, and they have registered in the aggregate more than 40,000 students, of whom 9,000 have been graduated. A glance at the history and work of these institutions, we believe, will be of general interest.

Growth Through the Years.

Atlanta University was founded in 1865 by the American Missionary Society. Until recently it was a four-year college devoted to the preparation of teachers, but now confines itself to graduate and professional work of university grade.

Atlanta school of social work was recently organized to meet a pressing need for training college graduates to become social service workers.

Clark University was founded in 1870 by the Freedmen's Aid Society of the Methodist Episcopal church as a college of liberal arts and sciences for men and women. Emphasis is placed upon preparing students to become teachers and business people. High school and normal courses are offered to students who are not ready for college work.

Gammon Theological Seminary was founded in 1883 on the campus of Clark University as a separate school to train moral and religious leaders for the negro race. Through its seminary and graduate school men are educated for the ministry and for the mission fields.

Morehouse College, founded in 1867 in Augusta, as a day and boarding school for men, was soon moved to Atlanta, where it developed into a college of liberal arts and sciences and a school of religion, under the auspices of the American Baptist Home Mission Society. Its courses in education and business administration equip students for teaching and for business. It also has pre-law, pre-medical and pre-dental courses, which prepare its graduates for further study in corresponding professional schools.

Morris Brown College, founded in Atlanta in 1881 by the African Methodist Episcopal church, is a college of liberal arts for men and women desiring to become teachers and ministers of the gospel. This college was organized in Big Bethel church and was named after Rev. Morris Brown, a bishop of the A. M. E. church. In 1885 it moved to the corner of North Boulevard and Houston street. There it was in successful operation until recently, when it leased the building formerly occupied by Atlanta University, so that its students might be better accommodated and in closer proximity to the library and other facilities of the latter institution.

Spelman College, founded in 1881 in the basement of the Friendship Baptist church, by two women from New England, is now a four-year college of liberal arts and science for women, many of whom go into teaching and into social work.

In recognition of the wisdom of co-operation among institutions of higher education, there was completed in April, 1929, an arrangement between Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions in a university plan. This provided that Atlanta University should be developed as the center for graduate and professional work, and that the college work for men should be conducted by Morehouse College and that for women by Spelman College. Joint use of library facilities, interchange of students and joint employment of teachers are among the advantages already realized from this plan.

Work of High Order.

The Southern Association of Colleges and Secondary Schools has recently given an "A" rating to the work of Atlanta University and its affiliated colleges. This gives the highest rating of the association to the master's degree from Atlanta University and to the bachelor's degree awarded by Spelman and Morehouse Colleges. The work of all these seven schools is of high order. All are members of the Association of Colleges for Negro Youth. Clark and Morehouse are rated as Class A by the American Medical Association. Practically all the southern state departments of education give "A" rating to their teacher training work.

All of these institutions are located on elevated sites, are well housed, and have ample grounds for present and future needs. Clark University and Gammon Seminary share the same campus, at the south end of Pryor street, with entrance on McDonough boulevard.

The other five institutions lie to the southwest of, and not far distant from the Terminal station, and their campuses border on Chestnut street, which crosses Greensferry avenue, West Fair street and West Hunter street.

The books from the former libraries of Atlanta University and Morehouse and Spelman Colleges were recently transferred to the new library building of Atlanta University, the facilities of which are open to all students in the city. There are 45,000 books now on the shelves. The building has a present capacity of 175,000 volumes and is so constructed that it can be readily expanded.

Advantages of Co-operation.

In order to profit from the use of the library and share other benefits of co-operation, the Atlanta school of social work and Morris Brown College recently moved into buildings on the campus of Atlanta University. Thus, these five institutions, in close physical proximity, are in excellent position to benefit by various co-operative arrangements that are developed from time to time.

Illustrating the possibilities of such co-operation, all seven of these institutions are this year uniting their respective summer schools under the auspices of Atlanta University, with a faculty selected from the best teachers in each of the co-operating institutions. This united summer session will attract a large number of teachers, ministers of the gospel, social workers, recreation workers and the like.

The faculties of all these schools are composed almost entirely of colored men and women, well-equipped and distinguished in their several fields of work. Six of the presidents are negroes. The board of trustees of the several schools are composed of both white and colored persons, many of whom are residents of Atlanta.

To illustrate the number and diversity of students that these schools bring to Atlanta, Morehouse College had in 1931 a student body of 357, which was drawn from 22 states. In the same year the school of social work attracted 39 graduate students from 20 colleges and 21 states. The following table shows surprising totals:

	Average Annual Enrollment Last Three Years.	Total Number Students Registered.	Total Number Students Graduated.
Atlanta University	64	6,192	1,521
School of Social Work ..	55	216	107
Clark University	355	8,000	1,115
Gammon Theol. Seminary	73	1,786	719
Morehouse College	316	5,261	1,122
Morris Brown College ..	293	9,000	2,846
Spelman College	216	10,000	1,572
Total	1,372	40,455	9,002

Contribution to Leadership.

The graduates of these schools have made momentous contributions to the upbuilding of their race and to the well-being of society as a whole. Practically three-fourths of all of the graduates of Atlanta University have gone into teaching. Of these 66 are now heads of schools, or college deans, and 13 have become college presidents. The remainder have gone into social service and into business.

Morris Brown's graduates number 600 teachers, 180 physicians, nurses and dentists and 260 businessmen.

Others have been sent as missionaries to Africa.

The Atlanta school of social work has placed in social work every student in the mission-dent save one that it has graduated in the most important work.

Of Spelman's graduates, which are dispersed over 31 states, 77 per cent have become teachers, while the majority of the remainder are engaged in nursing, or other social and religious work.

Morehouse has contributed 12 college presidents, 250 ministers of the gospel, 180 physicians, nurses and dentists and 260 businessmen.

Three-fifths of its living graduates are known to be engaged in social work, in medicine and in the other professions.

Among the graduates of Gammon Seminary are found 13 college presidents, five bishops, 131 district superintendents, 739 pastors, nine professors. This is considered the most important negro theological school in America.

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Great Economic Asset.

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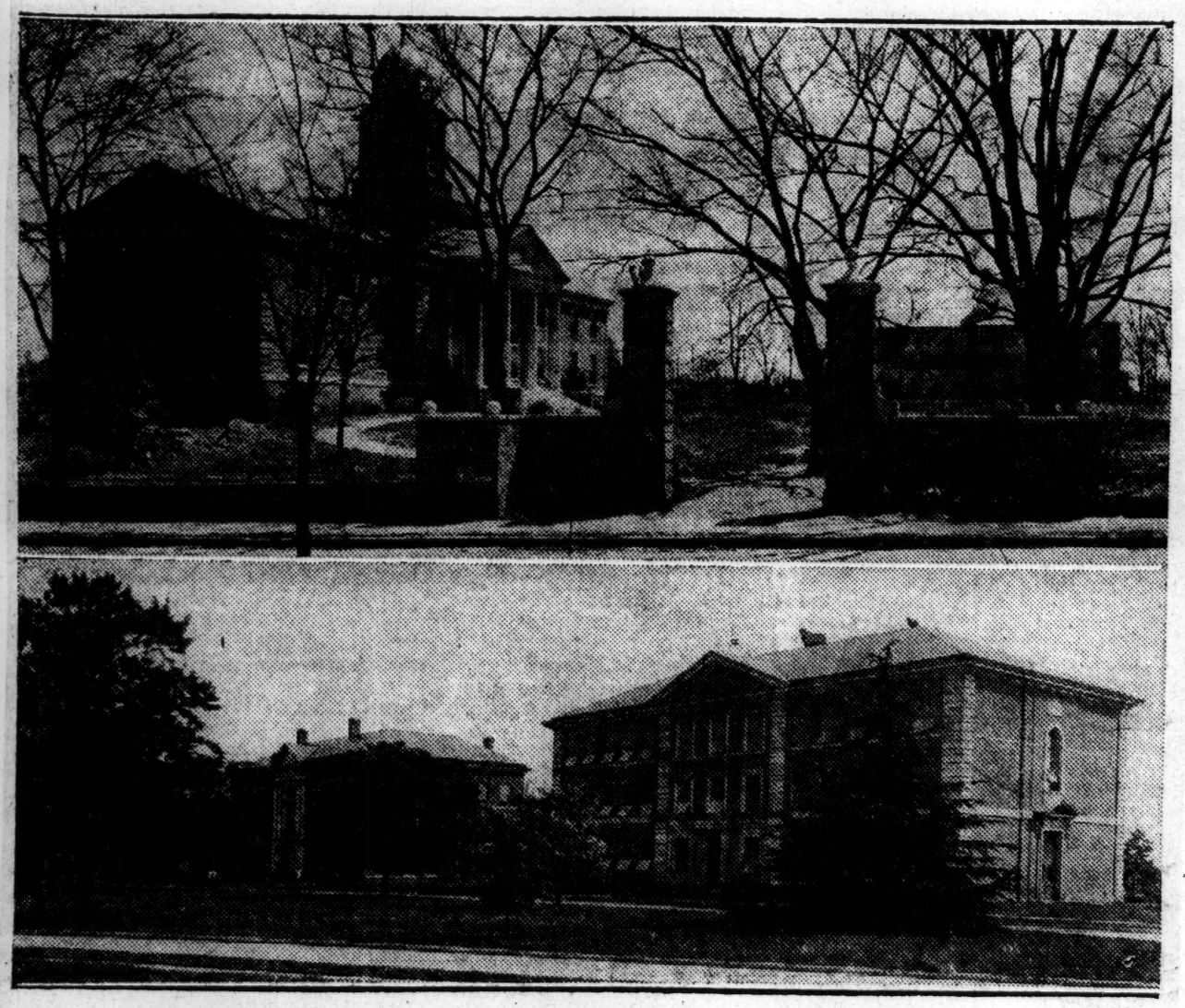
ATLANTA, GA.
CONSTITUTION

JUN 25 1933

Atlanta Center of Higher Education for Negroes; Local Graduates Leaders of Race All Over Natior



Types of new buildings being constructed for Atlanta's negro institutions for higher education. Top, administration building at Atlanta University, with new $30,000 library in background. Bottom, scene on Spelman College campus.

By KENDALL WEISIGER.

Atlanta is the world's greatest center of college education for negroes. This statement will be a surprise to many, yet it is a fact. Outranked in colored population by seven American cities (five of them north of the Potomac), it outranks every other city in America or abroad in the number and enrollment of its negro colleges.

This condition had its beginning shortly after the Civil War, when Atlanta was selected by a number of missionary societies as a good place in which to found schools for colored people. These schools grew and developed and their presence attracted others, so that there are today in Atlanta seven first-class institutions of higher learning which are training negro men and women for positions of leadership among their people, particularly in the fields of teaching, the ministry, missionary work, social service, medicine and other useful pursuits. These seven schools enroll in the aggregate, even in these depression times, more than 1,300 students a year. Six of them have a history of 50 years or more, and they have registered in the aggregate more than 40,000 students, of whom 9,000 have been graduated. A glance at the history and work of these institutions, we believe, will be of general interest.

Growth Through the Years.

Atlanta University was founded in 1865 by the American Missionary Society. Until recently it was a four-year college devoted to the preparation of teachers, but now confines itself to graduate and professional work of university grade.

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All of these institutions are located on elevated sites, are well housed, and have ample grounds for present and future needs. Clark University and Gammon Seminary share the same campus, at the south end of Pryor street, with entrance on McDonough boulevard.

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In order to profit from the use of the library and share other benefits of co-operation, the Atlanta school of social work and Morris Brown College recently moved into buildings on the campus of Atlanta University. Thus, these five institutions, in close physical proximity, are in excellent position to benefit by various co-operative arrangements that are developed from time to time.

Illustrating the possibilities of such co-operation, all seven of these institutions are this year uniting their respective summer schools under the auspices of Atlanta University, with a faculty selected from the best teachers in each of the co-operating institutions. This united summer session will attract a large number of teachers, ministers of the gospel, social workers, recreation workers and the like.

The faculties of all these schools are composed almost entirely of colored men and women, well-equipped and distinguished in their several fields of work. Six of the presidents are negroes. The board of trustees of the several schools are composed of both white and colored persons, many of whom are residents of Atlanta.

To illustrate the number and diversity of students that these schools bring to Atlanta, Morehouse College had in 1931 a student body of 357, which was drawn from 22 states. In the same year the school of social work attracted 39 graduate students from 20 colleges and 21 states. The following table shows surprising totals:

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Total	1,372	40,455	9,002

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The graduates of these schools have made momentous contributions to the upbuilding of their race and to the well-being of society as a whole. Practically three-fourths of all of the graduates of Atlanta University have gone into teaching. Of these 66 are now heads of schools, or college deans, and 13 have become college presidents. The remainder have gone into social service and into business.

Morehouse has contributed 12 college presidents. Three-fifths of its living graduates are known to be preaching or teaching; another fifth is engaged in social work, in medicine and in the other professions.

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Morris Brown's graduates number 600 teachers, 180 physicians, nurses and dentists and 260 businessmen.

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Education-1933 II

Colleges.

Georgia

HIGH RATING GIVEN TO PAINE COLLEGE, NEGRO INSTITUTION

Constitution

AUGUSTA, Ga., Jan. 23.—(AP)—Paine College, negro institution in Augusta, has been admitted to membership in the Association of American Colleges. 1-24-33

Notification of that came to Dr. E. C. Peters, president, from Dr. Robert L. Kelly, executive secretary of the association, which has headquarters in New York.

Atlanta, Ga.

"The Association of American Colleges is made up of the leading institutions in America," said Dr. Peters "and no institution is accepted for membership that is not first of all accredited by the regional association and by the state department of education in which the institution is located."

The association concerns itself with increasing the efficiency of colleges and universities.

CLARK U. IS GRANTED PLACE IN ASSOCIATION

Constitution

Dr. M. S. Davage, president of Clark University, has just been notified of the admission of Clark University to membership in the Association of American Colleges. This action was taken at the association's meeting at Atlantic City last week, on recommendation of the executive committee. 1-22-33

The membership of the association is made up of 470 leading colleges in the United States and Canada, including 12 Georgia institutions. Its expressed purpose is "the promotion of higher education in all its forms in colleges which become eligible for admission to membership."

Clark University, established in 1869 as a missionary institution for the education of negro youth, has become a full four-year college, with a plant valued at $500,000 and a student body of 351.

Atlanta, Ga., Constitution
Sunday, January 22, 1933

A UNIQUE JUBILEE.

Augusta will be the scene of a unique event in southern educational circles, from February 7 to 9, when Paine College for colored people will celebrate its fiftieth anniversary in conjunction with the meeting of the general missionary council of the Methodist Episcopal Church, South. The celebration is being held at the order of the last general conference of the church.

It will be the first time in history that an event connected with the progress of the negro has been celebrated under the sole direction of southern white people—a distinction that is in keeping with the unique history of this outstanding institution for the education of colored people.

The college was established by the Methodist church a half-century ago in recognition of the fact that education of all citizens, either white or black, elevates the general standard of citizenship. Since it was founded it has been conducted and sustained solely by white people and has done excellent work.

Most of the money that has gone into the conduct of the college has come from southern sources. The Methodist church has contributed $1,250,000, the colored Methodist church $65,000, the general education board $13,000, and other organizations have given lesser sums.

The college is a member of the Southern Association of Colleges and Secondary Schools, and while its alumni are to be found in various parts of the world, 80 per cent of them are living in the south. It is headed now by Edmund Clark Peters, formerly treasurer of the China mission and secretary in charge of Y. M. C. A. work in Russia, and Bishops Capers, Haygood, Candler and Galloway have been largely instrumental in the success of its operations during its half-century of existence.

The president of the college has always been a southern white man and the dean a southern colored man. In the 50 years during which southern white people and southern colored people have been working together in the interest of Paine College, there has never been the slightest friction to impair its progress.

A distinguished list of speakers, both white and colored, will appear on the various programs of the jubilee, and all programs will be held in historic old St. John's church. A pageant depicting the rise of the negro race, staged by the Paine College school of music, will be one of the outstanding features of the jubilee.

The progress made by this institution, founded and sustained by the Methodist church and conducted under the co-operation of both white and colored people, illustrates the splendid results that can be obtained by racial co-operation in the south.

Statesboro, Ga., Times and News
Thursday, January 26, 1933

SOUTHERN NEGRO HAS PROGRESSED

NEW MILESTONE TO BE REACHED IN CELEBRATION IN AUGUSTA NEXT MONTH.

"A new mile stone in the progress of the Southern negro along the road to education will be marked in the 1933 golden jubilee celebration in Augusta February 7, 8 and 9 of the founding of Paine College."

That message came yesterday from Dr. W. G. Cram, D. D., of Nashville, secretary of the board of missions of the Methodist Episcopal Church, South, to the workers in Augusta preparing for the business and social programs of the general missionary council of the Methodist Episcopal church. The convention is being held there because of the Paine jubilee.

"The occasion will mark a unique event on the calendar of co-operation in the South between the Southern white men and the Southern negro," says Dr. Cram.

"For Paine College, born of Southern inspiration, fostered by Southern understanding of the negro and his peculiar problems, and supported entirely by Southern money, is a truly unique institution of the South, being a co-operative venture between Southern Methodists of the white and colored congregations.

"Of the 79 institutions of higher learning for negroes in this country, 22 are tax-supported, being chiefly agricultural, industrial and normal schools; nine are controlled by independent boards and financed mainly by Northern philanthropy; 31 are operated by Northern white church bodies—and the remaining one, Paine College of Augusta, is distinctive in ownership and control, being operated by a Southern white church in co-operation with a Southern negro church body.

"The roster of the board of trustees of this unusual institution reveals the depth of fraternal feeling between the two races, for negroes and whites are equally represented there, meeting regularly to carry on the government of the institution.

"Exponents of the New and Old South head the jubilee commission of Paine College which expects to add other buildings and equipment to those already on the campus.

"John E. Edgerton, of Lebanon and Nashville, Tenn. and New York City who for 10 years has been president of the National Association of Manufacturers in America, and who is now chairman of the board of directors of the association, is chairman of the campaign, and the honorary chairman is Bishop Warren A. Candler, senior bishop of the Southern Methodist College of Bishops, and considered as virtually one of the founders of the institution.

Atlanta Center of Higher Education etc.

the possibilities of the new co-operative endeavor now so successfully under way. The several schools are supported by endowments, by grants from foundations, by church organizations and missionary societies, and by gifts from friends both white and colored.

It cannot be questioned that the best interests of the negro and of the south demand for the race the largest possible measure of intelligent, efficient, high-minded leadership. In developing such a leadership these schools have rendered an incalculable service in the past and bid fair to do in the future an even larger work. The public is invited to drive out Chestnut street and inspect the extensive improvements recently made to that end.

METHODIST LEADERS OF SOUTH TO ATTEND PAINE CELEBRATION

General Missionary Council Meeting to Be Held in Connection With Negro College's Jubilee Program Beginning Tuesday; Dr. Cram to Preside

Atlanta Georgian

AUGUSTA, Ga., Feb. 6 (AP)—Celebration of Paine college's 40th anniversary as a center of Negro learning and as a monument to interracial co-operation drew leaders of Southern Methodism to Augusta Monday night.

Telegraph 2-7-33

An adjunct of the college jubilee, the annual meeting of the general missionary council of the Methodist Episcopal church, South, will be held Tuesday morning in St. Johns Methodist church. That session will be for missionary secretaries.

The first general meeting takes place at the church Tuesday night with Dr. W. G. Cram of Nashville, Tenn., general secretary of the Southern Methodist board of Missions, presiding.

Bishop Warren A. Candler of Atlanta, honorary chairman of the jubilee celebration and one of the college's founders, will make the principal speech. Mayor W. D. Jennings will deliver an address of welcome. The Paine college quartet and chorus will sing. Another speaker will be W. A. Bell, former dean of the college.

Many Speeches Planned

A musical program by Paine students and addresses by Dr. J. W. Perry of Nashville, home mission secretary; Dr. Bruce R. Payne, president of George Peabody college for Teachers in Nashville, and Dr. Channing H. Tobias, senior secretary of the Colored Men's Department of

the National Council of Young Men's Christian associations, will be heard Wednesday morning.

Col. J. E. Edgerton of Lebanon, Tenn., and New York, chairman of the jubilee commission, will preside over Wednesday afternoon's session and deliver the opening speech. Other speakers will be Bishop R. A. Carter of the Negro Methodist Episcopal church; Dr. W. F. Wullian, general secretary of the Southern Methodist Board of Christian Education; Mrs. J. W. Downs, home mission secretary of women's work; Dr. R. L. Russell, Methodist presiding elder of the Atlanta district, and Dr. W. W. Alexander of Atlanta, secretary of the interracial commission.

Wednesday night will be given to a pageant, Marching On, in which Paine students will depict the history of the Negro race from African jungles through slavery to the present era.

To Be Realistic

The students have gone to great pains to portray jungle life with minute care. Native clothing, weapons, implements and animal skins brought from Africa by returned missionaries and explorers will be worn by the actors. Frederick Duke, a Zula native from Natal, South Africa, who is now a student at Morehouse college in Atlanta, came to Paine college recently to instruct the students in the correct way to execute jungle yells and dances.

Dr. Cram will speak on missions Thursday morning and an open forum discussion will be held. Other forenoon speakers will include Bishop John M. Moore of Dallas, Texas, Dr. W. P. Few, president of Duke university; and Bishop Paul B. Kern who is in charge of Southern Methodist missions in the Orient.

Speakers at the afternoon session will be Dr. W. Angie Smith, pastor of the First Methodist church at Shreveport, La., and Mrs. J. W. Perry of Nashville, president of the Southern Methodist Woman's Missionary council.

An address by Bishop Kern Thursday night will conclude the celebration.

Pageant Depicts 250 Years of Progress of Negro Race As Climax to Celebration of Paine College Jubilee

Negro students of Paine College enacted scenes of their ancestors' jungle days in a pageant presented Wednesday night as a part of the school's 50th anniversary celebration. This picture shows them with native African dress, weapons and implements. A native Zulu attending school in Atlanta taugh the students the jungle yells and dances. Photo by Associated Press.

AUGUSTA, Ga., Feb. 9.—(AP)—Depicting two and a half centuries of negro life in America, a play "Marching On" was presented tonight by Paine College, negro institution, as a compliment to the missionary council of the Methodist Episcopal Church, South, in session here.

The presentation climaxed a biracial program celebrating the golden jubilee of Paine College, founded 50 years ago by white southern Methodists and operated by them in cooperation with negro Methodists of the south.

The pageant portrayed the elemental passions of primitive people, their groping after God and their upward climb when given opportunity. In the drama an aspiring but handicapped people found expression in haunting lullabies, tribal dances and yells, ceremonials of the native Africans, beat of tom toms, cries of rival tribes, the ordeal of the slave block, the happy busy life of the plantation, the spirituals and old-time camp meeting melodies which vibrated with rhythmic beauty.

Frederick Dube, native zulu of Natal, South Africa, now a student at Moorehouse College, Atlanta, trained the cast in tribal dances and yells.

An early scene showed the negro in his native land, carried him into slavery and through the gradual emergence into fuller life by opportunity of religion and education.

The plantation melody, "We Are Climbing Jacob's Ladder," was the theme song of later scenes, and other negro spirituals by a big trained chorus illustrated the climb of the negro on the ladder of education. Their forward march through co-operation and understanding completed the portrayal which in a manner was a tribute to the Paine College venture in racial good will.

The sermon on the creation was delivered by the negro poet and author, James Weldon Johnson, graduate of Atlanta University. The faculty and students and trustees, white and negro, participated in scenes portraying the founding and development of Paine College.

NEGROES THANKFUL

12-11-33

To the Editor of The Telegraph:

The Negroes of Macon in general are indeed thankful to their white friends who are showing such Christian spirit in improving the educational facilities of Central City college and the interdemoninational training school. We colored citizens wish there were some way to let the whole world know what you are doing. It would show that there is a very close bond of friendship existing between the races in Macon.

Now I am wondering if there isn't some way these same good white friends cannot be induced, encouraged or implored to say just a few words about the dilapidated, over-crowded "janitorless", fire traps which we citizens of Macon commonly call the Bibb County Negro Public schools.

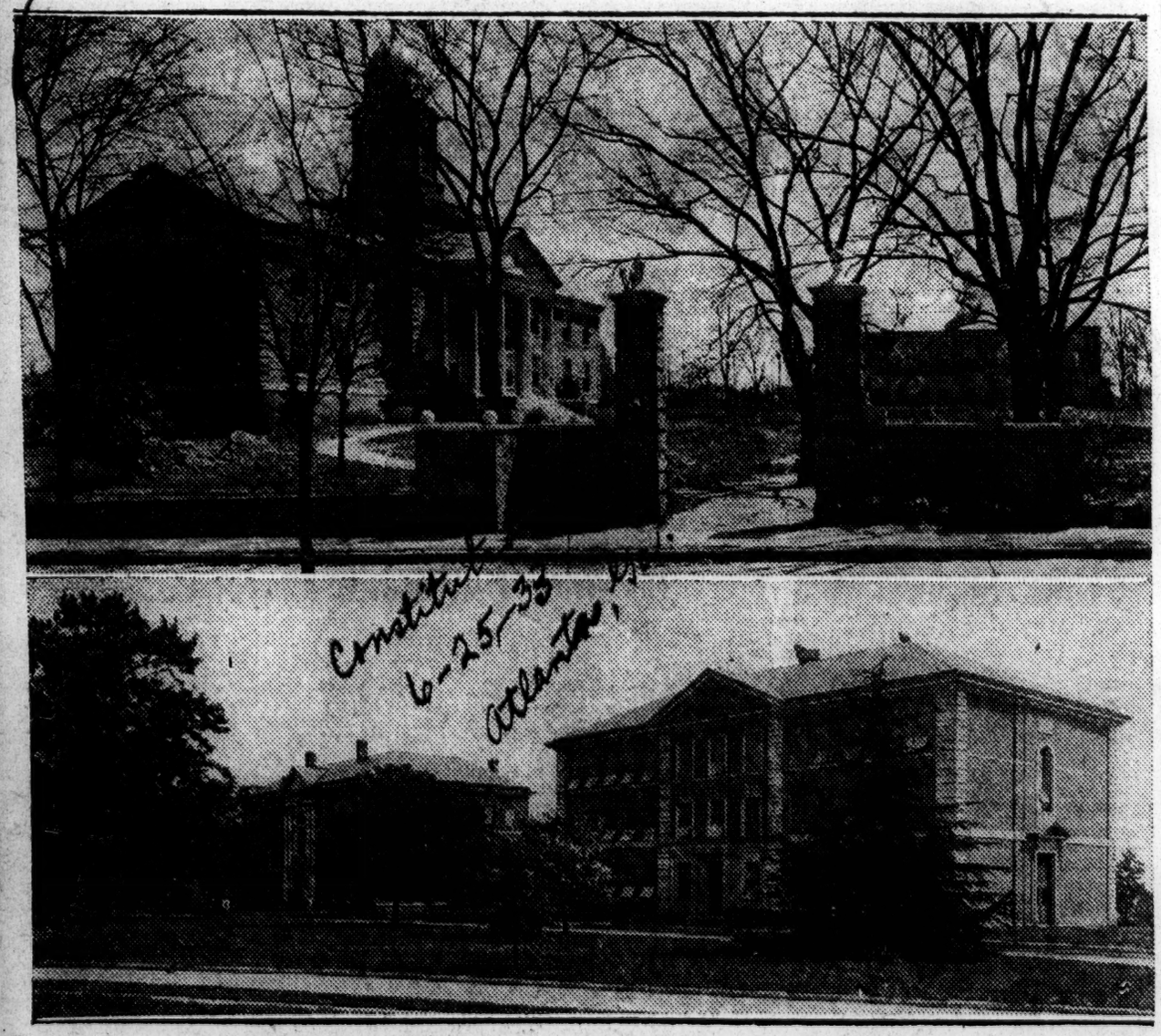
FRANK J. HUTCHINGS.

Macon.

Education - 1933
Colleges.

Georgia

Atlanta Center of Higher Education for Negroes; Local Graduates Leaders of Race All Over Natior



Constitution 6-25-33 Atlanta, Ga.

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ATLANTA, GA.
CONSTITUTION
JUN 14 1933

THE MORRIS BROWN FUND.

The campaign being conducted to clear Morris Brown University of debt should receive the liberal response from the white people of the state as it already has from our well-to-do colored citizens, because of the splendid work it is doing in upbuilding and making better citizens of the negro youth of Georgia.

Morris Brown is unique among the several institutions for colored education located in and around Atlanta because of the fact that it is the only one that is exclusively controlled and largely supported by the members of the African Methodist Episcopal church in Georgia.

Under the direction of outstanding negro citizens of Georgia, this institution has been devoted to the education of negro boys and girls along lines best designed to make them better citizens of the communities from which they come, and to enable them to live happily and prosperously as worth-while members and leaders of their race.

Such an institution deserves and should have the liberal support of the white people of Georgia. Elsewhere in the news columns of this issue of The Constitution appear the details of an offer from the general education board to complete the necessary fund to clear the school of its accumulated debts, provided it is able to raise a fund of $30,000 to be used to that end.

Of that sum, $15,000 has already been subscribed by the negroes of Geo[illegible] evidence of the w[illegible] support they are giving to the institution, and $5,000 additional is in sight.

Thus only $10,000 remains to be raised to secure the considerable sum offered by the education board. By all means, this fund should be completed at the earliest possible date, in order that Morris Brown can continue its good work unhampered by debt.

HAINES INSTITUTE NOT TO MERGE WITH BOGGS

Pittsburg Courier

By A. C. GRIGGS.

AUGUSTA, Ga., June 30.—The announcement of May 10th that Haines would be discontinued as an institution in the city of Augusta to affect a merger of Haines and Boggs Academy, to be known as Laney-Boggs to be located in Keysville, Ga., came as a shock to the citizens of Augusta and the leading educators of color throughout the county who knew of the great work built by Miss Laney through her labor of love and sacrifice. Efforts were immediately begun to keep the work in Augusta where it was founded, and where [illegible]ender the greatest amount [illegible]e to the people.

The National Board of Missions agreed to a conference to be held at Johnson C. Smith University in Charlotte, N. C., June 3rd, at which conference the cause of the institution was represented by representatives of the local board of trustees and the citizens at large. Many who were unable to attend the conference expressed their views through letters and telegrams to Dr. J. M. Gaston, who represented the national board at said conference. Due to drastic reductions in appropriations for schools by the national board, the local board of trustees agreed to be responsible for the teachers' salaries. This is the first time in the history of the national board that an institution has become responsible for the salaries of its teachers.

The board has agreed to let [illegible] gusta under the agreement of the Charlotte conference. The news that Haines is not to be uprooted and transferred to a foreign field Haines remain in the city of Au- is hailed with great delight by the citizens of Augusta and the many friends of Miss Laney throughout the country. The alumni, patrons, and friends are pledging their loyalty to the institution by their gifts and other efforts in its behalf. Haines will open the second week in September. Registration begins on the 11th and classroom work on the 13th.

Atlanta, Ga. Constitution
August 20, 1933

WHITE FRIENDS TO AID COLLEGE FOR NEGROES

MACON, Ga., Aug. 19.—Central City College is an accredited junior college owned and maintained by the negro Baptists of Georgia. It has for many years given valuable training to the negro youth of the state.

During the past several years, however, the negro, perhaps more acutely than his white neighbor, has suffered from lack of opportunity to earn a livelihood. Hence he has been unable to support his educational institutions or to give his children much schooling. As a consequence, Central City College, along with many like institutions, has fallen on evil days. At one time it appeared that the college property would be sold to satisfy its mortgaged indebtedness. This catastrophe was avoided through the generosity of James H. Porter.

In addition to providing financial aid for the school, Mr. Porter made a thorough study of the needs of the school and of its possibilities with relation to the improvement of the condition of the negro race in Georgia. With thought of what Tuskegee Institute has meant both to the negro and to the white man in the south, he conceived a plan by which he hopes that Central City College may meet the negro's need for industrial and cultural training in Georgia as effectively as these needs are met by the Tuskegee and Hampton institutes.

On July 19 last the executive board of the negro Baptist convention passed resolutions at Waycross authorizing Mr. Porter to organize an advisory board of white people in Macon to assist the college and to appoint a treasurer who would handle the finances of the school. The board is to assist in fixing a budget for the school but in no way will undertake to interfere with the actual management of the school by the negro Baptists.

Coincident with the organization of this board the negro Baptists in the state, numbering 550,000, are launching a great thanksgiving rally, the purpose of which is to give Central City College a "new deal."

This rally will reach a climax on the fourth Sunday in October. Its objective is to secure a contribution of $1 from each negro Baptist in the state, the money to be forwarded to the advisory board for use in liquidating the debts of the college, making necessary improvements, the creation of an endowment fund and the enlargement of the usefulness of the school. At the same time the advisory board is undertaking to secure contributions among white friends of the school to match the amount raised by the negroes.

Brunswick, Ga. News
August 23, 1933

SELDEN INSTITUTE IS BEING REMOVED

Selden Institute, a colored college which has been in operation here for many years, is being removed. It was announced some time ago that the school would be consolidated with one, operated under the same management, at Cordele, and today much of the equipment was packed in furniture vans and carried to Cordele.

Just what will be done with the large building used for the college as well as the smaller buildings has not been announced. S. Q. Mitchell, who has been principal of the school for a number of years, will continue with the institution at Cordele.

Education - 1933

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Macon, Ga., Telegraph
August 20, 1933

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Leading the group of Macon men interested in the school is James H. Porter, vice president of the Bibb Manufacturing company, who already is said to have saved the institution from mortgage foreclosure sale.

Mr. Porter has organized here an advisory board for the college and the Negro Baptists of the state have given this board the entire financial direction of the school.

The board has appointed a secretary, a treasurer and an assistant treasurer and through these officers will prepare a budget for the next school year.

In no way, however, will the board undertake to interfere with the actual management of the college by the Negro Baptists of Georgia, it was pointed out.

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Columbus, Ga., Ledger-Sun
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College Worker

JAMES H. PORTER

Telegraph 10-23-33

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NEGRO BAPTISTS TO RALLY TONIGHT

Telegraph

Male Chorus Will Sing; Reports to Be Heard on Central City College Drive

10-23-33

Rallying for final reports on progress made in Central City college's campaign drive for funds, more than 3,000 Negro Baptists and nearly 1,000 white people tonight at the Macon auditorium at 8:30 o'clock will hear a Jubilee chorus of Negro Baptist pastors.

Macon, Ga.

During the concert, South Georgia associations, special gift committees, and voluntary pledge groups will report funds raised for the Negro college here. A white advisory board formed by James H. Porter to aid the school has requested reservations for white people in the balcony.

They said 600 of these seats already have been sold by Baptist workers to their white employes. Vocal solos and readings are a'so on the program. No collection will be taken at the rally. A trophy is to be awarded the church raising the largest amount of money on a basis of membership.

In the male chorus of about 30 are Rev. L. M. Terrill, conductor and soloist; Rev. E. M. Hoyt and Rev. W. M. Hill, so'oists; Rev. S. F. Ray, and Rev. S. L. Johnson, readers. The chorus has been rehearsing for several weeks in Tremont Temple and in the auditorium.

Gifts Announced

Members of the white advisory board from whom concert tickets may be obtained are Mr. Porter, Kyle T. Alfriend, Rev. S. J. Baker, D. F. Bruce, Judge Bascom S. Deaver, Dr. Spright Dowell, H. P. Fleming, Dr. W. G. Lee, Arthur Lewis, T. E. Ryals, and B. .E Willingham, Jr. The sale is also being aided by the Women's auxiliary committee headed by Mrs. Harry S. Strozier.

The fo'lowing contributions have been received during the past week:

Camilla association, $300; Georgia Union association, $33; Progressive association, $15; Waycross Baptist association, $18.85; Macon Coca-Cola company, $15.00; Exie Hood, $50; Ophelia Jones, $50; Western Union association, $59.15; Middle Georgia association, $50; Lyon, Harris and Brooks, $10; Acme Chemical Products company, $10.50; Dunlap-Peeler Hardware company, $27.25; Rehoboth association, $71; Junior Missionary society, South Georgia association, $5; Tift County Baptists, $1.50; Great Eastern association, $20.

Contributions also were received from Rev. E. L. Belcher, Statesboro; Rev. R. R. Watkins, Dallas, Ga., and the following members of Bethel Baptist church at Adel: A. L. Fambro, Choice Letlow, DLosia Cook, A. J. Buckles, Mollie James, Rosa Murray, Betty Newsome, Rachel Bea, Bessie Pigford, Rosa Jenkins, Tom Pigford, Turner Whitaker, Mack McAllister, Morris Griffin, Edd Sharpton, Marie Cooper, John C. Williams.

Macon, Ga. News
October 24, 1933

Porter Is Given Ovation At Big Educational Meet

Leader of Drive for Central City College Cheered for Successful Work

By G. W. GRIFFIN

James H. Porter, chairman of a committee of white citizens that is trying to wipe out the indebtedness of the Central City College for Negroes, was given a great ovation at the Municipal auditorium last night by a crowd of more than 6,000 persons.

Mr. Porter, seated on the concrete steps in the balcony of an overcrowded auditorium, was asked to rise about mid-way of the program so that the audience could view the man who was directing the successful campaign in the interest of education.

Crowd Enthused

Mr. Porter arose. The crowd in the gallery and on the main floor broke into applause that lasted for two minutes or longer. The chairman of the meeting raised his hands and the greatest crowd ever assembled in the hall came to its feet as further recognition of their appreciation for Mr. Porter's services.

The quiet, mi'd-mannered chief of the educational campaign bowed his acknowledgment.

The rally of last night was featured by Negro spirituals sung by a well-trained chorus of 35 Negro pastors, under the leadership of Rev. L. M. Terrill. They rendered Every Time I Feel the Spirit, Witness, Tramping, I'll Be Sleeping In My Grave and Ain't Goin' to Study War No More. An octette from the same chorus also rendered Swing Low, Sweet Chariot. The chorus and the audience opened with the Negro national anthem.

Soloists were: Rev. E. W. Hoyt Rev. W. M. Hill and Rev. L. M. Terrill.

Readings were given by Rev. S. L. Jackson and Rev. S. F. Ray.

Rev. H. F. Taylor was the main speaker on the program, delivering a address on inter-racial co-operation.

Illustrating his talk he told of a Negro automobilist who had become stuck in the mud in a nearby county.

He said a white man came along and pulled him out.

"A little farther up the hill," he said, "the white man ran out of gas, and his car stalled. The Negro, coming from behind, pushed him along to the next gas station."

"We don't want to get ahead," said the speaker. "We want to get out of the mud."

Sale of tickets at the auditorium and last minute reports showed last night's receipts to have been $533.89. Hundreds of dollars had been raised before this rally, it was revealed in the financial report read to the large audience.

Seldom has Macon seen an audience as orderly. While every feature of the program was in progress there was absolute silence.

JAMES H. PORTER

Gammon Seminary Will Celebrate

Telegraph

ATLANTA, Dec. 2 (AP)—Gammon Theological Seminary, local institution for training Negro ministers will celebrate its 50th anniversary Dec. 5 and 6.

12-3-33

Bishop Wilbur P. Thirkield of New York, Bishop Robert E. Jones of New Orleans, Dr. G. G. Stewart of Los Angeles, Dr. J. H. Dillard of Charlottesville, Va.; Dr. C. F. Eiselen of Chicago, and Dr. Max Yergen of South Africa will be among speakers at the celebration.

Education - 1933

Colleges.

Georgia

Morehouse, Cambridge Debaters Receive Applause of Big Audience

By HUNT CLEMENT JR.

At Morehouse College on a campus their forefathers once plowed as chattel slaves, two young negroes Thursday evening put on their dinner coats and met a picked debating team from the University of Cambridge, England.

For Morehouse, Frank F. Adair Jr., of Pine Bluff, Ark., and L. Raymond Bailey, of Columbia, S. C., both members of the class of 1934, entertained Alastair Sharp and Michael Barkway, who will be graduated the same year from one of the oldest educational istitutions in the world. The debate was a no-decision affair, on the subject, "Resolved, That the League of Nations is the only secure guarantee of world peace." The Englishmen argued for the affirmative.

A large audience, in which there were many white persons, was treated to discussion that emphasized what can happen, and often does, when minds do not meet on a definition of the subject at issue. The Englishmen were disposed to argue that the only alternative to a League of Nations is greater armaments and, inevitably, war. The Morehouse debaters insisted that the importance of arbitration was not at issue, but that the proposition was that the League of Nations, as it exists, is not the only means by which the peace of the world can be assured.

The seeming incongruity of two youthful negroes matching wits with representatives of an Anglo-Saxon race that ruled the world when their own ancestors beat tom-toms did not outlast the first five minutes of the debate of Morehouse College's number one speaker. None of the four speakers contributed anything new to the argument about the League of Nations, but in earnestness, aptness of delivery, poise, and manner of friendliness, there seemed little to choose between the young men from old England, and the youths who have their own peculiar tradition.

In the art of rebuttal, the negro students proved themselves to be apt, notwithstanding what probably was their first introduction to a system of debate which permits one to deal in personalities. To the followers of a parliamentary system, which encourages one to refer to his "distinguished opponent," always in the third person, it seemed rude to hear Mr. Sharp refer to his Morehouse opponent as "that stupid buffoon," even though laughter greeted the sally.

Answering for Morehouse, Bailey joined battle by summing up his catalog of the affirmative points by saying "in the fifth place he didn't say anything in the first place."

Mr. Barkway, a droll fellow whose profile suggests photographs of the early Disraeli, captivated his audience. "The eloquent gentleman," he said, replying to Adair, for Morehouse, "would be more effective if he put less fire into his speech and more of his speech into the fire."

The personalities started a few minutes later and concluded when Bailey, speaking last for Morehouse, expressed regret that the distinguished visitors had "traveled 3,000 miles across the ocean and still were at sea."

The audience appreciated that a definition of terms was lacking and applause was generous for both sides. The Englishmen, who are in this country debating representative colleges in all sections, met an Emory University team Wednesday evening. Both said they greatly enjoyed the visit to the Morehouse campus and each commented that the Morehouse debaters put up "a good scrap."

S. H. Archer, president of Morehouse College, presided over the debate, which was held in Sale hall.

Macon, Ga., Telegraph
December 11, 1933

NEGROES THANKFUL

To the Editor of The Telegraph:

The Negroes of Macon in general are indeed thankful to their white friends who are showing such Christian spirit in improving the educational facilities of Central City college and the interdemoninational training school. We colored citizens wish there were some way to let the whole world know what you are doing. It would show that there is a very close bond of friendship existing between the races in Macon.

Now I am wondering if there isn't some way these same good white friends cannot be induced, encouraged or implored to say just a few words about the dilapidated, over-crowded "janitorless", fire traps which we citizens of Macon commonly call the Bibb County Negro Public schools.

FRANK J. HUTCHINGS.

Macon.

Education - 1933
Colleges.

Kansas.

TOPEKA KAN CAPITAL
MARCH 6, 1933

Western University Serves As Benefit to Colored Race

BY J. LOUIS RANSOM

It was the spirit of Lincoln and a group of abolitionists of early Kansas history that gave rise to the educational movement in Quindaro which resulted in the establishment of Freedman university in 1857 as an institution for the education of the free Negroes of the territory of Kansas. The great reformation of the early sixties in which such characters as Abraham Lincoln, John Brown, Gen. William T. Sherman, Horace Greeley and many others figured were partly inspired in and around Quindaro, Kan.

Underground Railroad.

Upon the grounds of Freedman university which finally became Western university of today is to be seen the ruins of an old stone hotel that housed Abraham Lincoln during his stay in bleedings Kansas; and the remnants of an old brick tunnel that was a part of John Brown's underground railroad system thru which slaves escaped from Missouri and the South land into free Kansas.

The Civil War caused this institution to be closed as the entire male population entered the Union army and the building and grounds were left in charge of a Presbyterian minister by the name of Rev. Eben Blatchley. The deserted institution was decaying rapidly and in 1877 it was offered to the Baptist church as an education institution for Kansas Negroes. The Baptist church, however, failed to use it, and Carvin Patterson, a Baptist deacon, turned it in 1880 to the African Methodist church. It was prophesied that a great institution for the social and educational advancement of the American Negro would some day stand upon this sacred soil. The African Methodist church sacrificed to carry on the work of this institution as a part of their missionary educational program in the Middle West.

Head and Hand.

The history of Kansas and its institutions must tell the story of the heroic efforts on the part of the A. M. E. church in building and making secure the social structure of a great commonwealth. Hundreds of Negro students came to the university from all parts of the United States, and many of them later settled in Kansas and gave to this state a substantial citizenship. The A. M. E. churches west of the Mississippi river to the Pacific ocean have furnished the finances to maintain such an institution for Kansas and thousands of Kansas colored citizens and taxpayers contribute annually for the cause of education.

It is not the spirit or intent of the church for Western university to be a (Jim Crow) institution, fostering segregation in the social or educational system of Kansas. The separate school idea can readily see that the A. M. E. church does not control the state's program in the industrial department of the school. The wishes of the board are mandatory and the institution needs the same consideration that is given to other state schools. Western university serves as a benefit to the colored race, and a memorial to John Brown, Abraham Lincoln and the spirit of Kansas abolitionists.

that now exists to some degree in this state is not founded upon the existence of Western university, because the school's mission has been to provide an opportunity for the colored youth to receive literary training and education in trades where economic and social problems prevented them from weathering the difficulties in higher institutions of learning.

Western university like Hampton and Tuskegee aims to educate the head and hand and to teach the Negro youth to become honest, thrifty, socially and morally strong; this meets one of the needs of our educational system and is regarded as a universal principle thruout the United States.

In keeping with this idea, the state of Kansas in 1898 under the administration of Gov. W. E. Stanley appropriated the first money to create and maintain an industrial department at Western university. Under a contract, supported by legislation, Kansas has maintained the industrial department and the church has maintained a literary school for nearly 40 years. Some of the greatest statesmen and legislators that Kansas has known have approved this policy and have expressed their appreciation for the contribution Western university has made to the state.

By virtue of the agreement herein mentioned, the governor of Kansas appoints a board of trustees subject to the approval of the legislature which is given exclusive authority to select the president and faculty of the school, fashion its outline of policy, the program of procedure and in short to exercise power in all matters pertaining to the institution. No denominational differences enter into the life of the school. On

Education-1933

Colleges.

Kentucky

SIMMONS UNIVERSITY

American Baptist

Theological Department

OPENED TUESDAY, SEPTEMBER 30, 1930

9-15-33

THE FOLLOWING COURSES WILL BE OFFERED

Louisville, Ky.

ENGLISH THEOLOGICAL COURSE (two years) leading to the degree Graduate in Theology (Th.G.)

ECLECTIC THEOLOGICAL COURSE (three years) leading to the degree Bachelor in Theology (Th.B.)

MISSIONARY TRAINING COURSE—

PREPARATORY COURSE in High School and Grade Subjecs for students who wish to complete such work preparatory to the Theological Course.

The English Theological Course is open to all students who are able to pursue it.

The Eclectic Course is open to those who have completed a High School Course or its equivalent.

FOR FURTHER INFORMATION WRITE

REV. M. B. LANIER, President

LOUISVILLE. KY

Education - 1933

Colleges

Louisiana.

Dillard University To Open October, 1934

3-25-33

NEW ORLEANS, La. —The Dillard University Trustees have decided definitely to open the University on its new site in the fall of 1934. The detailed plans and specifications submitted by Moise Goldstein, local architect, were approved comprising the library and academic building, men's dormitory, womens' dormitory, grandstand, refectory and social hall, the faculty homes as well as plans for the landscaping embelishment of grounds.

A special committee was designated to make arrangements with the General Education Board, the Julius Rosenwald Fund, the Board of Education of the Methodist Episcopal Church and the American Missionary Association.

The following were elected as the Medical Advisory Board of the Flint Goodridge Hospital: Dr. C. Jeff Miller, chairman; Dr. I. I. Lemann, Dr. Joseph Hume, Dr. B. C. McLean and Dr. L. T. Burbridge. The latter was elected to succeed Dr. H. S. Daspit, deceased.

Probably the most interesting item of the program was the report of Flint Goodridge Hospital. The visiting members of the Board of Trustees were very much impressed with the organization and equipment of Flint e Goodridg Hospital and the work being done by it. The reports showed that notwithstanding the extraordinary conditions which have prevailed since the opening of the hospital it has already played an important part in the health program in the city of New Orleans as well in the training of colored nurses and doctors who previously had no adequate clinical opportunities afforded them in the city.

Education - 1933

Colleges.

Massachusetts.

Fifty Graduate From N. E. Colleges

Boston Chronicle

List is Smaller than 1932; Graduate and Professional Students Increase

Boston Mass.

Boston, Mass. (Special Dispatch) A reduction in the number of Negro graduates leaving New England colleges this year is apparent at the Commencement exercises of the various New England institutions of higher learning. 17-6-33

For the first time in many years no Negroes are in the graduating class of Harvard College. As compensation, however, in the graduate school of the University there are: a Doctor of Philosophy, five Masters of Arts and a Master of Business Administration, a Master of Laws, an engineer and a lawyer. 17-3-3

Boston University with its eight candidates for the Masters degree (six of arts and two of education) leads the New England schools. Among the graduates in this division is noted George W. Goodman, executive secretary of the Boston Urban League, who specialized in sociology, and whose work was of an exceptionally high order. He has studied at Lincoln University and the New York School of Social Service.

Olive N. Louise Denniston of Oak Bluffs, Massachusetts, was the recipient of the degree of Master of Education from Boston University. In 1930 Miss Denniston received the degree of Bachelor of Theology from Gordon College. For two years she has been head of the Junior College Department of the National Training School for Women and Girls of Washington, D. C., Miss Nannie H. Burroughs, president. Outstanding records at both Boston University and Gordon College have been made by this young lady, and she has been recognized as a leader in the fields of theology and education. A sister, Amy J. J. Denniston received the Th.B. from Gordon College of Theology and Missions. She was literary editor of Hypernikon—the year book of the College, and on the dean's list.

Cum laudes were attached to the degrees of Eugenia Alexander, Radcliffe College, Jacqueline R. Guild, Portia Law and Joseph Walker, Tufts Engineering School. Mr. Walker was captain of the tennis team and is an accomplished pianist. He intends to go to Liberia.

HARVARD UNIVERSITY

M. A.

Frank M. Snowden
Joseph Jenkins

M. B. A.

Howard Fitzhugh

LL. M.

William Hastie

LL. B.

John Davis

B. S. in Eng.

Charles Bruce

BOSTON UNIVERSITY

Master of Arts

George W. Goodman in Sociology
Pritchett A. Klugh
William Henry Robinson
Wilbur Augustus Henderson
Kelley Lee Jackson
Joshua O. Williams

Master of Education

Marguerite D. Cartwright
Olive Naomi Louise Denniston

LL. B.

Gregory Hawkins, B. S.
John H. Pope, B. S.

Religious Education

Robert Loeb Cooper, A. B., B. S.

Business Administration

Robert Edward McKee, B. S.

SARGENT SCHOOL

Mayrose Reeves Allen, B. S.

RADCLIFFE COLLEGE

Eugenia Alexander, A. B.

WESLEYAN UNIVERSITY

Charles Blake, A. B.

BATES COLLEGE

A. B.

Marjorie Ruth Arlington
Reynold Edward Birch
Robert Allston Johnson

WILLIAMS COLLEGE

John Aubrey Davis, A. B.

AMHERST COLLEGE

James Alphonzo Curtis, A. B.

SIMMONS COLLEGE

Dorothy Belle Fassitt, B. S. (Social Work)
Dorothy G. Williams, B. S. (Library)

TUFTS COLLEGE

Joseph Walker, B. S., in Eng.

BOSTON TEACHERS COLLEGE

M. Ed.

Edith Foster
Inez Miller

B. S.

Rosamond Campball

YALE UNIVERSITY

Divinity School

Edward G. Carroll
Josephus R. Coan

School of Music

John Wesley Work

N. E. CONSERVATORY OF MUSIC

Lawrence L. Greene

GORDON COLLEGE OF THEOLOGY AND MISSION

Th. B.

Amy J. Jeannette Denniston
Rev. Jeffries (Newport)

PORTIA LAW

LL. B.

Jacqueline R. Guild, cum laude
Rowena E. Taylor

INT'L Y. M. C. A. COLLEGE

B. S.

Ernest Alonzo Dawson
Rudolph Davis Wheeler

BROWN UNIVERSITY

M. A.

Shearley Oliver Roberts

PEMBROKE COLLEGE (BROWN UNIVERSITY

Suzanne George Payne, A. B.

R. I. COLLEGE OF EDUCATION

M. Ed.

Thelma Butler

B. Ed.

Mildred Hicks

HARTFORD THEOLOGICAL SEMINARY

Rev. R. O. Moody, S. T. M.

Missouri.

Education - 1933

Colleges -

THE TWO KANSAS SCHOOLS

Cal 2-3-33

Kansas offers Negroes education in all the schools maintained by the state. For that reason Western university at Quindaro and Kansas Vocational school at Topeka have need to maintain the highest standard to justify their sharing public funds. That they have not done, according to the report of the Public Welfare Commission made public Jan. 15, 1933.

Western had 182 students, and Kansas Vocational had 160 students, in 1931-1932 which enrollment declined to 120 and 138 respectively in the 1932-1933 registration. This very apparent lack of demand for these two schools causes the commission to say:

"It appears that many Negroes are not inclined to send their children to such a special school except as influenced by a group of sales-agent-solicitors who promise prospective students an opportunity to work for their school expenses... In many localities the public school offers much that is superior to the schooling in either of the special schools investigated...A tendency to assume that the special Negro school is needed to provide a home and school for delinquent colored children is found."

This official investigation of the two schools was made into the need, the cost and the purpose served. The schools took turns in being considered the worse. The commission commended neither for the work done or the expense incurred. Both are found to have libraries that are inadequate, out-of-date and unused. Neither has sufficient laboratory equipment. Both have too many teachers, whose low scholastic attainments definitely limit the training given to the high school and junior college level. Costs are high. Three to four times as much is being paid for education which is no better than that found in high schools. Both serve a large out-of-state student body, recruited by costly solicitors. Both in their catalogues promise far more education than they can give or even try to give. To the Negroes of Kansas, whatever their sympathy with the founders of Western university and Kansas Vocational school, and whatever their loyalty to the Methodist and Baptist denominations who helped the schools through to the time when they received state aid, these findings must come as a shock!

Not even in the name of education should Negroes ask for three and four dollars where one suffices in schools giving equal training, and open to all alike. It would be misuse of public funds to waste them at any time, and nowadays when the tax burden is causing many to lose their property, it is unpardonable. Were that all these two Negro schools were charged with, their future would be endangered. But they are accused also of not making the most of the money they have. Padded catalogues means bad intentions! There could be no worse crime than deliberately cheating the youth who in his search for an education chooses a school on the basis of promises it does not mean to keep.

Negroes to be respected must march step for step with any man, and that Western university and Kansas Vocational school are charged with failing to do.

Whatever rebuttal the two schools have to the findings of the Public Welfare Commission, let them make it quick. The Negro public cannot afford to be joined with them in the condemnation that is sure to follow when the investigators' report is known throughout Kansas.

ST. LOUIS, MO.
TIMES

FEB 23 1933

LINCOLN UNIVERSITY'S NEEDS.

The legislature, in its efforts to economize, ought to provide sufficient funds for Lincoln University, the only state-supported institution in Missouri for the higher education of the Negro race. In years past this institution has been handicapped by periodical loose management as well as insufficient funds. It is better administered now and has had an opportunity to expand. A fine educational plant has been built up. Barred by the state constitution from attending the state university and state teachers' colleges, ambitious young Negroes find their only chance in Lincoln University. They are denied the opportunities of the professional schools obtainable in other states. In order to progress, Missouri Negroes need teachers, doctors, dentists and other members of the professions, of their own race. Two hundred Missouri Negroes are now studying in schools in other states who might have been studying here. Funds for this institution for the next two years ought to be based on this situation. Lincoln University should not be slighted in the appropriation bills. At least it should be allowed to go forward at its present pace until more state revenue permits further enlargement.

ST. LOUIS, MO.
POST DISPATCH

FEB 24 1933

MISSOURI AND LINCOLN U.

Under the Missouri Constitution, white children and those of the Negro race must be educated in separate schools, providing equal educational opportunities. This is true of higher education as well as in the lower grades. The counterpart of the University of Missouri for the Negro youth of the State is Lincoln University, in Jefferson City. Since James Milton Turner, the St. Louis Negro leader, and several others founded, at the close of the Civil War, the humble academy which was its forerunner, Lincoln University has sent more than 1300 graduates out to teach school, practice law, medicine and dentistry, and to make themselves otherwise useful in the world. Thousands of other students who did not receive degrees are better citizens because of the period of training they received. Charles W. Florence, president of Lincoln University, expresses the hope that the State Legislature, which is now considering educational appropriations, will permit his institution to continue its work without serious restrictions. The hope is justified and will be shared by all Missourians interested in the well-being of the entire State.

Education - 1933

Colleges

National Association of College Deans and Registrars.

NATIONAL ASSO. OF COLLEGIATE DEANS

1-20-33

The Eighth Annual meeting of the National Association of Collegiate Deans and Registrars in Negro Schools will be held at Florida A. and M. College, Tallahassee, Fla., March 16-18. Representatives from about eighty institutions of higher education for Negro Youth will be in attendance to hear papers and to discuss such topics as "College Admission," "Qualitative Requirements for College Graduation," "Interracial Cooperation," "Aspects of Personal work," "The Evolution of the Dean-Registrar," "Current Theories and Practices in College Curriculum Construction," "The Relation of the Dean to Budget Making and the Business Manager.

The program will begin on Wednesday evening, March 15 with a reception at the home of President J R. E. Lee and will continue with daily morning, afternoon and evening sessions on Thursday and Friday and the concluding business session on Saturday morning.

Officers of the Association are: President, R. E. Clement, Dean and President of Louisville Municipal College; First Vice President Dean R. O'Hara Lanier, Florida A. and M. Colleges; Second Vice President, Dean J. T. Cater, Talladega College; Secretary Dean G. W. Gore, Jr., Tennessee A. and I. State College; Assistant Secretary, Registrar W. H. Wiggins Southern University; Treasurer, Dean J. W. Haywood, Morgan College.

Education-1933

Colleges.

National Association of College Women.

College Women to Hold Annual Meet

Dispatch 3-15-33

Chicago Ill.

MONTCLAIR, N.J., April 14.—Executive officers of the National Association of College Women are perfecting plans for the 10th annual conference of the association, to be held here April 21 and 22.

As guests of the Montclair branch of the national association, the conference will attract members of the several branches located throughout the country and afford opportunity for these women to exchange ideas for the solution of individual branch problems and to discuss important, pressing conditions of interest to all.

Starts in Washington

The college alumnae club of Washington has reason to have keen interest in this conference, for the national association is a child of the local alumnae club. It was founded by a group of interested college alumnae club members in 1923 with the purpose of forming a union of women graduates of colleges and universities.

This union was to bring about a closer relationship among the women themselves, and to be the means of establishing branch college alumnae clubs. From the small beginning there has developed an organization that has already made itself felt, and there are now ten active branches, with several temporarily inactive.

Doing Important Work

One outstanding work of the association is the establishment of the Association of Deans and Advisers to Women, which is now five years old and which holds annual conferences in various parts of the country. This association, founded when Dean Slowe of Howard university was president, has proved of benefit already and state conferences of deans and advisers have followed directly from the national association's conferences, two having been held this year, one in Georgia, the other in North Carolina.

Committee work has progressed in different forms. The seven years' work of the committee on standards has been prepared for publication and will shortly appear. The work of the library committee will be reported shortly in the Journal, which is itself worthy of comment. Serving to acquaint members with the activities of the national association and with its accomplishments, the Journal of the association has appeared regularly each year, and serves to give a rich history of the progress of the association.

The first Journal was edited by Miss Mary Cromwell, first secretary and one of the leaders in the establishment of the association. Subsequent editors have been Mrs. Carrie Lee Blanchet and Miss Bertha C. McNeill, the present editor.

New Projects Planned

Several new projects already under way will be discussed at the spring conference, including the plans for a survey of educational guidance in colleges and the dissemination of information regarding available scholarships and fellowships.

There have been only two presidents of the association, Miss Lucy D. Slowe, dean of women of Howard university, and Miss Juanita P. Howard, teacher at the Dunbar high school. Miss Slowe served six years. Miss Howard, the present president, has served four years.

A good representation of Washington college alumnae is expected to attend the Montclair conference, the program of which will be shortly published.

Education—1933
Colleges.

National Education Association

EDUCATORS PUT ON IMPORTANT NEA COMMITTEE

Journal and Guide

Wilkinson, Grossley, Gandy and Holmes Are Selected

11-18-33

WASHINGTON, D. C.—Dr. Paul C. Stetson, superintendent of schools, Indianapolis, Ind., and president of the department of superintendence of the National Education Association, announces that Dean D. O. W. Holmes of the College of Education of Howard University; Dr. Richard S. Grossley, president of Dover State College, Dover, Del.; Dr. John M. Gandy, president of Virginia State College; and Garnet C. Wilkinson, first assistant superintendent of schools, Washington, D. C., have been appointed members of a committee on a national outlook on education.

Petersburg Va.

It is understood that other colored educators have or will receive similar appointments, but their names were not available this week.

This committee will meet and report at the Cleveland convention of the department of superintendents, February 24,-March 1, 1934.

The appointment of this committee is an important item in a fundamental reorganization of the convention plan followed by the educational leaders in their national professional organization for many years. The change was made to extend greater responsibility to individual members in the department's attempt to plan more effectively for meeting the current crisis in education.

Seven such committees have been appointed by President Stetson. These groups will give their attention respectively to problems of teacher training, a comprehensive program of public education, financing the schools, education for the new America, public education and public welfare, a national outlook on education, and the interpretation of the schools to the public.

Dean Holmes was master of ceremonies in connection with the broadcast of the National Broadcasting Company's nation-wide blue network Monday afternoon, November 6, featuring the fourth annual radio program on Negro Education, sponsored by thje Federal Office of Education during American Education Week.

Drs. Gandy and Grossley are two of the most progressive college heads in the country, while Mr. Wilkinson, is the head of colored schools in the capital, is in close touch with the school problems.

Education. 1933

Colleges

National Student Congress Against War.

Students Join Revolutionary Struggle Against War

By GIL GREEN

Daily Worker 1/17/33 New York N.Y.

THE National Student Congress Against War held in Chicago on December 28 and 29 was an important step in the direction of unifying all students who sincerely wish to struggle against imperialist war. This congress with its 680 delegates elected by approximately 15,000 students from 89 colleges and universities in 30 states was truly of a united front character. The fact that these students representing various shades of political opinion united behind a revolutionary program against war is an eloquent expression of the growing radicalization of the students under the leadership of the working class.

The program adopted by the congress follows very closely the line and program of the Amsterdam Congress. It points out that wars are a product of capitalism and thus the struggle against war becomes a struggle against capitalism. It recognizes the need for the major struggle being directed against American imperialism. It accepts in principle the fact that the students cannot conduct an independent struggle against war, but must fight under the leadership of the working class. It calls for international solidarity, for support of the colonial masses in their struggles against imperialism, for unity of the Negro and white students, and for the defense of the Soviet Union.

DELEGATE ELECTED TO MONTEVIDEO CONGRESS.

The congress endorsed the Montevideo Anti-War Congress and elected a delegate to it. It also concretely expressed its solidarity with the Latin-American peoples by having at the congress a student delegate from Colombia, a country now participating in a war instigated by American imperialism. The congress rejected all proposals for passive resistance to war and declared that mass action alone is an effective weapon in combating imperialist war. It unanimously endorsed National Youth Day (May 30) as a day of struggle against imperialist war.

ALTHOUGH the call for the congress received immediate sympathetic response from the mass of students, there was one group which from the beginning sabotaged and attempted to split the work for unity. This was the group of socialist leaders of the League for Industrial Democracy, the Young Peoples Socialist League and the Socialist Party. In this they followed the example set for them by the leadership of the Second International in its attitude towards the Amsterdam World Congress.

In order to detract the student masses from support of the Chicago congress, they hurriedly called their own conference in New York. The I. L. D. also warned all their college chapters against supporting the Chicago congress because of its "Communist character". The leadership of the Y. P. S. L. also tried to influence their followers against participation. Despite the position of the leaders however, a number of Y. P. S. L. branches elected fraternal delegates, and many members of the L. I. D., Y. P. S. L. and Socialist Party supported the congress and were elected as delegates.

MISLEADERS FORCED TO SHIFT TACTICS.

The tremendous mass response to the congress, plus the rank and file revolt inside the ranks of the socialist organizations, forced the leadership to make an eleven hour about-face. A number of socialist leaders (Sweetland, Luxumburg) came as delegates to the congress and others (Most, Porter) were there to try to control the socialist delegates and to give the appearance of being in favor of unity. The National Executive Committee of the Y. P. S. L. also sent a somewhat belated wire of support to the congress. Those students who held any naive illusions as to the sincerity of these last minute changes of heart soon learned better.

The real reason for their participation became obvious. They were there to hinder in every way the adoption of a united program based on militant action. They were there to give obejctive aid to pacifism—to the conception that peace is possible under capitalism. To crown their work, they were there to split the congress and demoralize the honest elements seeking unity in the struggle against war.

* * *

THEIR first fight in the congress was against the adoption of the pledge of the Amsterdam Congress and against co-operation with its American committee. On this question they were in such a hopeless minority that they were forced to give up the fight.

TRIED TO DEFEND LEAGUE OF NATIONS.

They next fought against the paragraph in the proposed program which rejected the League of Nations, Disarmament Conference and Kellogg Pact as instruments in fighting war. These so-called "Marxists" could not accept the conclusion of the paragraph that: "It is absurd to expect these powers (imperialist) to establish peace among themselves." When in the ensuing debate their position was exposed their final defense was: "Even if it cannot stop war, it was the League of Nations that gave Litvinoff the opportunity to present his proposals for complete disarmament."

As opposed to the stand of the congress for support of the revolutionary struggles of the colonial peoples for national liberation from imperialism, they proposed the endorsement of the program of the Indian National Congress and Gandhi's theory of passive resistance.

When a delegate, member of the Young Communist League proposed an amendment to the program warning the students against a repetition of the betrayal of the Second International and other corrupted working class leaders in August 1914, the socialist leaders were furious. It was on this issue that they tried to muster their forces for a split.

The mass of student delegates, including the rank and file socialists, felt otherwise. To them the need for such a warning was obvious. Everyone knew of the position of the Second International towards the Amsterdam Congress, of the role of the Japanese and Colombian Socialist Parties today. The amendment was carried overwhelmingly.

PACIFISTS AGAINST DEFENSE OF SOVIET UNION.

The pacifist delegation at first conducted a militant fight against the line of the congress that "the struggle against imperialist war is at the same time a struggle against a social order which makes war inevitable." They fought against the slogan for defense of the Soviet Union, and against support of colonial peoples. However, before the end of the congress the majority were convinced of the correctness of these slogans and the rest decided to accept them so as to maintain unity.

* * *

IN analyzing the results of the congress it is necessary not alone to point out the achievements but also the shortcomings. First, it must be admitted that the Young Communist League prior to the congress conducted entirely insufficient activity in popularizing our program on war and in exposing concretely the socialist and pacifist leadership. The Communist students did not conduct a sharp enough struggle against certain tendencies to create a united front not with the rank and file students but with the leaders. This was expressed in Cornell and in a few other universities.

This opportunist conception of the united front had its reflection in the work of the congress itself. Too much time was spent towards "winning over" the few leaders present, although they actually represented no one but themselves, as the bulk of the delegates were convinced. This was shown by the fact that Wilson, a member of the Socialist Party, took the floor and pointed out his agreement with the line of the congress. This wrong attitude towards these socialist leaders was expressed later when Sweetland and Luxumburg were proposed for the permanent committee as a sign of unity. Certainly, it should be clear to everyone now that these elements will have as their main aim the breaking of the unity now established!

The congress made an error also in rescinding from the main resolution, at the last moment, the paragraph for support of the American Committee formed on the basis of the Amsterdam Congress. It is true that a special resolution includes this point, but this act was nevertheless an expression of weakness—a sign of weakening before the demands of the socialist leaders.

The congress further made a mistake in formulation in its resolution calling for the recognition of the Soviet Union. This resolution states: "Whereas, recognition of the Soviet Union by the U. S. would immediately reduce the war danger". Such a formulation can but lead to the pacifist conclusions that capitalist diplomatic relations reduce the war danger. If we agree with this, we open the door for the arguments made by some pacifists at the congress that the recent improvement of diplomatic relations with the Soviet Union liquidates the possibility of an attack.

NOT ENOUGH NEGRO DELEGATES

It is necessary to also sharply point out that one of the greatest political shortcomings of the congress was the very small number of Negro delegates. This was due to the lack of work conducted at the Negro schools in the South and among the Negro students in schools of the North. It is necessary that this be immediately corrected in the further work of the Student's Committee.

* * *

IN conclusion it is necessary to emphasize that while the congress was a step forward, it only was a beginning in the task of mobilizing the students for struggle against imperialist war and for the defense of the Soviet Union. The program and decisions of the congress must reach every student. The decision of the congress for the establishment of united front anti-war committees in every college must be immediately carried into life as the organic expressions of the united front on the campus. Mass actions must be organized of the students against the R. O. T. C., against the wars in Manchuria and South America. A mass campaign must be organized for the sending of the delegate to the Montevideo Congress.

The National Committee must not in any way compromise the line of the Congress for winning the favors of the socialist leaders. Everyone must now be tested in the daily struggle against militarization of the schools and against imperialist war. The students must also remember their program which states: "The student body cannot be an independent force in the struggle against war . . . it must, therefore, in the struggle against war, join with the working class, the class which bears the brunt of all wars . . ." They must co-operate with the American Committee against war and support every action of the working class.

The Young Communist League which was active from the very beginning in the organization of this congress will continue to co-operate in every way possible in the building of a broad united front student movement against imperialist war.

National Student Council Socialist Organization.

Education - 1933
Colleges.

INVITATION DENIED BY OFFICIALS

White and Colored Students Advocate Free Tuition; Oppose R.O.T.C.

12-28-33

By W. HAROLD FLOWERS

The National Student Council, Socialist organization, convened on Tuesday morning at Howard University for its third national convention.

Although representatives of the League had been informed that the university would not be able to act as host to the convention, 300 delegates from the leading colleges and schools of the East and Middle West assembled at the Andrew Rankin Memorial Chapel for the meeting.

A welcome address delivered by Professor L. Z. Johnson extended to the convention the greetings and courtesies of the university.

H. U. Denies Invitation

However, Professor Johnson pointed out to the delegates that Howard University had not invited them to come, but had been requested to allow the convention to assemble at Howard. From the protests that are claimed to have originated in New York and Chicago by leading educators, against the meeting of the convention at Howard, it is easily seen that the university employs a laissezfaire policy upon being forced to receive the delegates.

Dance Off Campus

The annual dance of the convention which had been scheduled to be given at the dining hall on Wednesday, December 27, was staged at the Masonic Temple on Thursday evening. Prior to going to the dance, the convention held a symposium on lynching and Scottsboro. Donald Henderson, ardent supporter of the Communist party during the last election, was the principal speaker.

League is Radical

The league's policies on retrenchment, Negro student problems, and its anti-war campaign are far from conservative. Adam Lapin, white, in outlining the work of the convention, emphasized the need for putting into action the policies against retrenchment and the right for a free education. Mr. Lapin told of the activities of the organization at Chicago, Detroit and New York. At Chicago, Mr. Lapin expressed the view that the league had been the first to enter the fight and the first to give over to the advance of other radical organizations. The league attempted to arouse mass action at Chicago by parading in large numbers near the premises of authorities.

Incites Unrest

The league attempts to bring about agitation and public interest by the institution of communistic forms of activity. Protest meetings, strikes, and picketing have played an important part in the league's campaign against the defects and evils of our present social structure and educational system.

The convention is predominantly white. Yale, Harvard, Chicago University, Hunter, Maryland University, and other leading schools have representatives. The few Negro representatives come from Virginia State, Virginia Union, and a few other colleges and civic organizations.

12-28-33

Against Jim Crow

Gladys Stoner gave a report on Negro student problems at the Wednesday evening session. The league is against discrimination. As a basis for the solution of these problems the National Student League fights for: equality of students of all races, colors, creeds and nationalities, the abolition of segregation in education; admission of all Negroes to all institutions, educational and social; and destruction of all illusions of race supremacy as fostered by educational systems.

Bans R.O.T.C.

The league, aside from devoting attention to problems of students alone, is engaged in an intensive anti-war campaign. Demands are made for the abolition of the Reserve Officers' Training Corps and all forms of military training. The league demands a transfer of state and government appropriations from funds for military purposes into funds to be used for needy students' relief and for educational purposes.

The league is desperately seeking Negro students' support. They have erred accoridng to the League Year-book, in not being able to draw in Negro students, and insufficient co-operation with the Negro liberation movement.

H.U. IS SHOCKED; REDS SMOKE IN COLLEGE CHAPEL

Afro-American
12-30-33

Officials Uneasy As 400 Student League Delegates Gather.

Baltimore Md.

CIGARETTE BUTTS THROWN ON RUGS

Everything OK'd But Interracial Dance.

[AFRO Bureau]

WASHINGTON — The walls of Andrew Rankin Memorial Chapel of Howard University housed the disciples of Communism as Howard University served as "unofficial" host to the National Student League this week.

So taxed are the minds of the delegates that smoking in the university chapel is necessary to ease their nervous state.

Disregarding university rules, delegates carried their lighted cigarettes into the girls' dormitories where they are boarding and the women delegates rooming.

Officials Uneasy

They threw so many cigarettes on the floor that it was necessary for the janitor to remove the rugs rather than "insult" the delegates by requesting that they smoke outside.

Faculty officials and members were very uneasy as their alleged attempt to have the meeting transferred to another place in the city failed.

Secretary Talks

According to Miss Annie Steckler, white, assistant secretary of the league said that Howard had consented to be host to the National Student League. Consequently, bills and circulars were printed and posted to that effect. When various presidents of Northern universities observed the circulars, protests were sent by them to Dr. Mordecai Johnson, asking that Howard University refuse to accommodate the League. According to Miss Steckler, such requests were sent from Columbia University, New York City College, Hunter College, Northwestern, the University of Illinois, and several others.

New York City College had recently expelled 30 students for their activities with the League in staging an attack on the abolition of war and of R.O.T.C. in colleges.

University Not Hosts

When these letters were received by the university administration, the League was notified that it could come to the campus for its meetings, but the university would not be its host. This letter came from the Committee on Students' Activities, Miss Steckler stated.

To make the stand of the university clear, Z. A. Johnson, Howard University professor and head of the Student Activities Committee, was sent to make a speech. He took pains to state that while they were welcome to the campus to conduct their meetings, the university was in no way their sponsor or host.

PLATFORM

Questioned by an AFRO reporter regarding the student meeting, Professor Johnson said that the committee on student activities allowed the League to hold their meetings on the campus because of their platform as laid down in their request. He said that they stated their objectives to be the elimination of racial distinction, a better understanding concerning the NRA, and other pertinent questios of the day. He told the AFRO representative that they did not say in their request that they advocated the abolition of R.O.T.C. in colleges, or objections to war, as they are advocating in their meeting and as their circulars stated.

When questioned, he said if they had stated that, they probably would not have been allowed to come.

CIRCULARS

Their Communistic circulars have been posted on the bulletin boards of the university for two weeks, and it is clearly understood that while all of them are not Communists politically, their activities and ideas are Communistic.

Two of their prominent speakers are William L. Patterson, secretary of the International Labor Defense, and Donald Henderson, secretary of the American League against War and Fascism. Another speaker is Richard B. Moore, secretary of the League of Struggle for Negro Rights.

BAN ON INTERRACIAL DANCE

The university has refused to grant the League permission to hold an interracial dance on the campus as they had scheduled. The dance is to be held in the city, it was announced.

The delegates arrived in the city Monday night and went to several of the downtown hotels for accommodations, but were refused because of the colored delegates, so they spent the night at the Union Station.

The women are being housed in the girls' dormitories and in the gymnasium, according to V. D. Johnston, the university treasurer. All delegates are taking their meals in the university dining rooms for the fee of fifty cents a day.

"MAY I SMOKE?"

When asked by a woman delegate if it was permissible to smoke in the chapel, after she had already started, Z. A. Johnson replied: "Well, the students smoke all around here, but of course there is an insurance regulation against it.' The young lady continued to smoke in the chapel, as did many others.

Cigarette stumps covered the rugs in the historical chapel, and the room was a mass of dense smoke. V. D. Johnston, treasurer, came in and stood for a moment, shook his head and walked out.

400 DELEGATES

Tuesday night a symposium was conducted on the lynching of the Scottsboro boys.

There are practically 400 delegates present at the meeting, including several nationalities. They are from as far South as Texas and as far East as Ohio, as far West s California, and as far North as Maine.

Education-1933

Colleges.

North Carolina

North Carolina In Reverse

RECENT action upon the part of the North Carolina General Assembly, now in session, seems to indicate that the good Old North State, which, during the past two or more decades achieved such a magnificent record of progress in education, good roads, manufacturing, and agriculture, has "gone in reverse." In the process of achieving its splendid record there was formulated a highly enlightened public sentiment, which frowned upon and apparently submerged the bigots, the fomenters of class hatreds, and the politicians that thrived upon racial strife.

Four years of depression have brought the state face to face with a vast array of financial difficulties. In this respect it is by no means alone, as there are forty-seven sister states undergoing troubles similar in character. But a Legislature composed of sharply conflicting blocs, with that which is more commercial than morally minded now in

	Appropriations Bill 1931-32	Budget Bill 1933-34	Compromise Bill	Bowie Cherry Bill
A. and T. College	$ 51,800	$ 28,630	$ 28,630	$ 21,470
Winston-Salem Teachers' College	42,800	23,210	23,210	17,310
Elizabeth City State Normal	27,650	13,780	13,780	10,340
Fayetteville State Norm'l	29,150	16,850	16,850	12,640
N. C. Negro College, Durham	41,500	24,170	24,170	18,130
Totals	$192,900	$106,640	$106,640	$ 79,890

Although professedly embarked upon a scale of horizontal cutting the legislature, which trimmed the Elizabeth City Colored State Normal, for example, from $13,780 to $10,340, raised the appropriation for East Carolina Teachers College, white, from $57,300 to $77,900. It also raised the fund for Cherokee Indian Normal School from $9,050 to $13,410.

The General Assembly is a political body, and, as is sometimes characteristic of political bodies, does not reflect social vision nor express in its action a sense of regard for elementary human rights. The North Carolina General Assembly's action with regard to the Negro colleges does not necessarily reflect the majority public opinion of the state. The present wreckage of the Negro colleges is a reaction—from something intangible. It is not solely an economy measure.

It is altogether likely that Representative Massenburg, of Polk County, correctly diagnosed the fundamental reason for the legislature's action when he said during the debate that preceded the final vote: "I can tell you why the Negroes are left out. They aren't represented here. Their vote doesn't count."

There will be another reaction. North Carolina will not let interest-controlled and racially prejudiced legislators turn back the hands of time and inflict permanently upon the Negro citizens of the state an injustice almost unparalelled in its history. Thirty-odd years ago Governor Charles Brantly Aycock admonished North Carolinians that

"The white man in the South can never attain to his fullest growth until he does absolute justice to the Negro race. If we fail to administer equal and exact justice, we shall in the fullness of time lose power ourselves, for we must know that the God, who is love, trusts no people with authority for the purpose of enabling them to do injustice to the weak."

In the course of this procedure, the Negro schools, as usual, have been subjected to the most drastic cuts. There are five Negro schools of junior or full college level. and the following table shows the 1932-33 appropriations, the 1933-34 budget committee recommendations, and the final figures voted by the legislature:

command, seems determined to launch North Carolina upon an era of backwardness.

To prevent the destruction of the usefulness of the state's institutions for higher education and the reduction of the efficiency of the elementary and secondary schools to a ridiculous level the brilliant Governor Ehringhaus recommended to the Legislature a sales tax. But the opposition bloc, determined that no further taxes should be imposed upon the power companies, the corporations, and the owners of foreign stocks, are proceeding ruthlessly to dismantle the states educational system, from the university down

ARE WE ASHAMED?

North Carolina's general assembly will not be offended by the dignified and restrained appeal of C. C. Spaulding in behalf of the five negro institutions of this state.

But if that address does not sting our legislature into a sense of shame we shall be ready to admit that we don't know our North Carolina. These five colleges and normal schools get the munificent total of $106,640 for a year's support, and two of these institutions, Winston-Salem Teachers' college and North Carolina College for Negroes at Durham, to say nothing of the work done by our Agricultural and Technical college in Greensboro, are grade A institutions. On $23,210 the Winston-Salem college is to do the highest grade instruction, and on $24,170 the North Carolina College for Negroes is to meet all the requirements of the grade A rating. There is not an intelligent person alive who believes that it can be done.

Something can be said in justification of the heavy slashes into the college appropriations. If all the more liberally endowed institutions of the state suddenly find themselves reduced to half rations, their robust condition will pull them through the leaner years because they have fared well uniformly in the past. But these negro colleges have no such reserve. They have been maintained on starvation regimen all their days. The consolidated University of North Carolina, if it must learn now how to be abased, certainly has known also how to abound. But these undernourished negro schools know nothing but want. To take from their pittance now adds nothing to the balancing of the budget. The effect of such a resort is to shut off the breath of life.

The general assembly could take $100,000, apportion it among these five institutions and more than double their effectiveness for the next year. The $100,000 would not be missed from the state's treasury nor would it feel such an amount if pitched into the huge hole which North Carolina's negro institutions did not create.

Some of us North Carolina whites have fancied ourselves very liberal with our black brethren. We are reasonably well satisfied with our general endeavors. We have been disposed to thank God that we are not as Florida and Georgia—oppressors of the blacks. We have a new reason for our doxology today—Georgia gives $104,000 and Florida $141,000 to the higher education of the negro, and we ask him to live and hope on $76,010.

Rocky Mount, N. C. Telegram

COUNTIES ACCEPT OFFER OF SCHOOL

Brick Junior College to Be Made Elementary and High School for Negroes

The Joseph Keasley Brick junior college for Negroes, located in the northwestern section of Edgecombe county, will cease to operate as a college and will come under the supervision of Nash, Edgecombe and Halifax counties with the opening of the school term in September, F. P. Spruill, state school commissioner from the fourth district, announced today.

The college has been operated by the American Missionary society of New York for 38 years but recent conditions have forced it to turn over the institution to other hands, Mr. Spruill said. Consequently, the society offered the three counties the use of the school and its 21 buildings for the sum of $1 per year to be used as an elementary school and high school for Negroes in the sections of the three counties surrounding the institution.

Besides a large and well preserved physical plant, 1,139 acres of land are included in the offer.

Mr. Spruill said the proposition was first made to J. E. Abernathy, superintendent of Edgecombe county schools, who in turn presented the offer to the state school commission after getting the approval of L. S. Inscoe, superintendent of Nash county schools, and A. E. Akers, superintendent of Halifax county schools.

The commission accepted the offer on the recommendation of these county superintendents, of George C. Green, of Weldon, school commissioner from the second district and of Mr. Spruill.

Beginning with the opening of school in September the change in administration will go into effect. The counties will not attempt to continue operation of the school as a junior college but will use it for an elementary and high school.

Mr. Spruill said the commission was grateful for the offer and was unanimous in the opinion that the acceptance creates a splendid opportunity for Negro education in the section in which the school is located.

He said the Negro population in the section—which is comprised of the northwest section of Edgecombe, the southwest section of Halifax and the northast sction of Nash—is particularly large and the use of Brick college will prevent what would otherwise have been [illegible] sted conditions.

Monroe, N. C. Enquirer
August 2, 1928

THE NEGRO AND THE FARM

Charlotte Observer.

Some sensible suggestions are made by Kelly Miller in the course of his discussion on the past, present and future of the negro college. One is that all these institutions are bound to come under whole management of negro presidents and negro trustees, and old Biddle, in Charlotte, is submitted as an example. Biddle was under management of white professors and all the time there was discord and misunderstandings. Biddle was absorbed by Johnson C. Smith with a negro president and negro professors and all since has been peace and progressive advancement. There is no doubt about contention that the negro college is the place for negro management. The other suggestion of force is that the negro colleges must pay more attention to education of the negro to take his place in agriculture. It is properly argued that more negro graduates can be absorbed in agriculture as field agents, in extension work and as teachers of agriculture, than is in any other professional calling, save alone the necessary calilngs of teachers, preachers and doctors, these latter being turned out to practical neglect of agriculture. In directing the course of negro education in that line of endeavor, this advocate of the practical is doing a good turn for his race. The profession for which the negro is best suited has been of general neglect in the negro college curriculum.

Marteena New Dean at A. and T. College

Greensboro American

GREENSBORO, N.C.—J. M. Marteena has recently been appointed dean of the Mechanical Department to succeed Dean G. L. Washington, who resigned to accept a similar position in the Department of Mechanical Industries at Tuskegee Insttute, Alabama, according to announcement made by President F. D. Bluford of A. and T. College.

Mr. Marteena has been connected with the mechanical department for four years as professor of mechanical engineering. He holds the degree of bachelor of mechanical engineering from Ohio State University and the degree of master of science from the University of Michigan, where he has also completed his residence requirements for the degree of doctor of philosophy.

Mr. Marteena is returning to the college after two years leave of absence to study at the University of Michigan, which was made possible by a scholarship from the General Education Board of New York.

Education - 1933

Colleges.

Ohio.

SCHOOLS MAY BE MINUS STUDENTS

Courier 3-11-33 Pittsburgh

CINCINNATI, O., Mar. 9—(ANP)—The opening of a college for Negroes in this city by Rev. A. Fitzholan Wallace has caused quite a furore among citizens here, specially those who have been combating the ever increasing discrimination and jim crowism against Negroes on account of their race and color.

This institution, founded according to the founder, is to provide opportunities for Negro students similar to those offered by white students at the University of Cincinnati, where Negroes are permitted to attend even though they are "set apart" and not permitted to participate in the activities of the university, if the opinion of Rev. Wallace is to be believed.

Those opposing the institution, and they are legion, declare that the institution simply promotes discrimination and adds to the hardships of students who will not attend any jim-crow institution but who will demand their right to attend the University of Cincinnati, which is supported largely by taxes paid by Negroes of this city.

Leading the opposition is Wendell P. Dabney, editor of the Union, who states: "A preacher, but strange for these days of gold getting, a poor one for either God or his congregations had failed to smile upon him. He saw the University of Cincinnati, that Pierian spring at which many of his people have quenched their thirst for learning gorged their appetite for honor. A black man has a scheme. Why not use the prejudiced or gullible whites to furnish capital for a Negro college and secure Negro pupils by singing the blues about mistreatment, or sounding the praises of race pride. The deed was done. The proud president of an empty institution has added another link to the chain of segregation."

Discussing the statement of Rev. Wallace concerning the treatment of Negro students at the University of Cincinnati, Wilda Gunn, another of the opposition group, pointed out that the minister in his statement to the board of education had adroitly avoided mentioning that his plan was not a statement from these same students, whose cause he seems to champion" and also advanced the theory that the whole scheme was one of the lining the founder's pockets with gold and pleasing those who believe in segregation.

The college, however, has been founded but it is an institution without students and if the efforts of the masses avail anything there will be no students in the future and the institution will "die aborning."

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Pennsylvania.

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CHEYNEY STATE TEACHERS COLLEGE

Tribune

"CHEYNEY is not a segregated school." This startling revelation was divulged during a recent visit to the Cheyney State Teachers' College by Dr. James N. Rule, Superintendent of State Department of Public Instruction. In order to prove this assertion, he points out that white students may attend Cheyney if they desire. He also attempts to prove his statement by saying that there is no law prohibiting colored men and women from attending any one of the other State Teachers' Colleges.

Philadelphia, Pa.

This statement, coming from Dr. Rule, would impress some people, but THE TRIBUNE is not interested in high sounding, beautifully turned phrases, but in actual facts. Dr. Rule also knows what the law provides does not mean anything to the State Department of Public Instruction, if those who control and enforce the law desire otherwise. For example, the School Code provided for thirteen normal schoools. Dr. Rule, because he desired to segregate, made Cheyney a State Teachers' College. Dr. Rule knows that under the civil service rules and regulations, a teacher who is qualified with character and ability, should be able to teach in any normal school. That is what the law provides, but Dr. Rule knows that he is not going to enforce the law and permit Negro teachers to teach in any Teachers' Training School except Cheyney.

The law also provides that there shall be no separate schools based on color or creed, but Dr. Rule, if he knows anything, knows that there are hundreds of schools in the State of Pennsylvania that are set apart based on color.

THE TRIBUNE believes that Cheyney is rendering some service and we believe that Dr. Hill is fitted to head any State Teachers Training School in Pennsylvania; but for Dr. Rule to try to cover up discrimination and injustice by saying that Cheyney Institute is not a segregated school, is ridiculous. By no process of logical, clear cut reasoning may any intelligent mind reach any other conclusion, than that Cheyney was set apart purposely in violation of the law, as a segregated institution. We simply desire to make the record clear, and we don't want Dr. Rule or anyone else to think that the Negro people have not intelligence enough to know that Cheyney is a segregated school, and Dr. Rule saying otherwise, does not make it anything else but what it is.

NEW YORK TIMES

JUN 14 1933

LINCOLN GRADUATES.

They Are Cited as Proof of Value of This School for Negroes.

To the Editor of The New York Times:

The recent commencement at Lincoln University, in Pennsylvania, the pioneer institution of the higher education of the Negro and now entering upon its eightieth year of service, emphasized the appropriateness of the title that was given to it—"a laboratory of leadership." The speakers, Dr. Arthur D. Wright, president of the John F. Slater Fund, and Dr. Robert R. Moton, principal of Tuskegee Institute, stressed the outstanding service that the graduates of this institution had done to the race and their country, mentioning also the fact that in the recently published "Who's Who in Colored America" there were more names of Lincoln graduates than those of any other institution.

One of the oldest graduates, Dr. Solomon Porter Hood of the class of '73, former United States Minister to Liberia, was in his person an example of the product of the institution; and when asked to be the orator of the day at the hundredth anniversary twenty years from now, he humorously said: "I will come if they will let me off where I am."

A visitor on an occasion like this to one of our leading schools for Negro education cannot but be impressed with the splendid body of alumni in attendance, and with the fact that these institutions, by the training they afford, not only in mind but in character and the spirit of service, offer the most hopeful and in fact the only solution of what is called the race problem in America. It is significant that such educational leaders as Trevor Arnett and W. W. Brierley of the General Education Board, Edwin R. Embree of the Julius Rosenwald Fund, Dr. James Hardy Dillard and his successor, Dr. Arthur D. Wright of the John F. Slater Fund, Dr. Anson Phelps Stokes and Dr. Thomas Jesse Jones of the Phelps-Stokes Fund and Dr. Frederick P. Keppel of the Carnegie Corporation, after intensive study, have become enthusiastically enlisted in the cause of Negro education, in the confidence that these institutions are an invaluable asset in our national life, and that they will insure the permanent establishment of friendly and helpful relations between the races by sending out a body of graduates who in their communities and country will prove to be not problems but solutions.

WILLIAM HALLOCK JOHNSON,
President.

Lincoln University, June 10, 1933.

South Carolina

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Colleges.

Columbia, S. C. State
May 27, 1933

NEGRO COLLEGES JOIN FOR PROGRAM

Orangeburg Institutions Will Carry Co-operation Into Commencement Plans.

Special to the State.

Orangeburg, May 26.—The spirit of co-operation which has been evidenced at the state Agricultural and Mechanical college and Claflin college of the Methodist Episcopal church, Negro educational institutions located here, will be further impressed through a joint commencement program which begins Sunday afternoon.

Sunday faculties and students will assemble in the State college auditorium where the baccalaureate address will be delivered by Bishop Noah Williams of the African Methodist Episcopal church.

Tuesday State college will hold its graduating exercises; Wednesday, May 31, Claflin will close the program with graduating exercises and the Claflin expansion rally.

The co-operation of State Agricultural and Mechanical college and Claflin college of the Methodist Episcopal church at Orangeburg, is an actuality —successful and effective with even greater possibilities. Duplication is being reduced to a minimum. Besides exchange of in structions, all courses offered in either institution are open to students of both.

Education - 1933

Colleges.

Tennessee

Nashville, Tenn. Banner
November 5, 1933

Fisk Has Steady Growth Since 1865

Negro Institution Accredited A Grade by Association of College and Schools

In the fall of 1865, the American Missionary Association of New York City and the Western Freedmen's Aid Commission of Cincinnati, founded Fisk University. The institution was opened in January 1866 as Fisk School. In August, 1867, it was incorporated under the laws of the State of Tennessee as Fisk University. Until 1912 the institution remained under the American Missionary Association, with which at the present time, it retains a close affiliation.

Since the opening of the institution it has experienced consistent growth and development. Founded for the purpose of furnishing to the colored people of the South the advantages of a Christian education, the institution has advanced through the stages of grade school, high school, and normal school to college and university. As the level of instruction has been raised, and as other agencies besides the American Missionary Association have assumed a share of the responsibility for the development of the institution, it has discontinued instruction below college level.

Today, Fisk University stands as an A grade institution, so accredited by the Association of Colleges and Secondary Schools of the Southern States, the New York State Board of Regents, and the Association of American Universities.

Recognition as an A grade college was given by the Association of Colleges and Secondary School of the Southern States in 1931. This recognition marked an epoch in the educational relations of the races in the South. For the first time in history, the Regional accrediting Association of the South placed its full approval upon the academic work of a college for Negroes. At the same time, the association gave approval of the academic work of several of the colleges for Negroes. These colleges were given a B rating. Later, several of these colleges, including Atlanta University, Morehouse College, Spelman College, and Hampton Institute have been given A grade ratings.

The effect of the approval of Fisk University and other colleges for Negroes by the Southern Association has been to give full recognition to the fact that these colleges are doing the work of standard American colleges.

Further recognition was given to the work of Fisk University in 1931 when the New York State Board of Regents approved of the Fisk University course of study leading to the A. B. degree. The practical effect of the registration of Fisk University by the New York State Board of Regents has been to free Fisk graduates of the difficulties that they may have had theretofore, in taking admission examinations for teaching positions in the city schools of the North.

The most recent recognition of the work of Fisk University has been given by the Association of American Universities. This association is the leading National Educational Accrediting Association in the United States. Recognition of the work of Fisk University by the association clearly indicates that Fisk University is doing the highest standard of work afforded in the best American Colleges. Prior to the inclusion of Fisk University on the approved list of the Association of American Universities, this association had not accredited any college for Negroes.

For several years, moreover, Fisk University has been a member of the Association of American Colleges and of the American Council on Education. These two associations include among their members the leading American liberal arts colleges. Dr. Thomas Elsa Jones, the president of Fisk University, is a member of the executive board of the Association of American Colleges.

Tennessee

Education - 1933

Colleges

NEW YORK TIMES

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JAN 22 1933

ADVANCE OF NEGRO RACE

Fisk University President Tells How It Aids Him in Developing Leaders

By THOMAS E. JONES,
President Fisk University.

FISK UNIVERSITY is being brought to the attention of New York this week by the appearance of its choir in a concert in Carnegie Hall on Thursday evening. Those who attend will not only hear beautiful music but see sixty very interesting young Negro men and women. For the most part they are grandchildren of persons who at the close of the Civil War flocked into any sort of school they could find. In Nashville, Tenn., they filled the hospital barracks of the Union Army, which was generously purchased by a well-wisher and turned into Fisk University. It was named for General Clinton B. Fisk, who was active in its behalf.

Two generations have passed since the beginnings of Fisk, and the status of the Negro has changed markedly. In 1860 but one person in ten could read or write; now five out of six are literate. Then but one in a thousand owned even the humblest home; now one in a hundred holds title to some sort of property. Then the Negro was more than 90 per cent rural; now more than a third live in great metropolitan areas. Then they were isolated, dependent and fearful; today they are sophisticated, group-conscious, and somewhat resentful.

Moreover they have economic standards and cultural tastes and are tracing their achievements back to the pyramids and the dawn of Western civilization. The Negro college student today comes from a well-appointed home, with a middle-class income, a high sense of respectability and a desire for all of the rights and privileges accorded to any other American.

He is not ashamed of being a Negro and is developing whatever of uniqueness may be found in his own temperament. He is profoundly interested in America, and is trying to integrate his own background with the culture of which he is part.

Education can be of much assistance in providing the Negro student with an opportunity. Not all Negroes should be educated alike. Both vocational and professional schools are needed. The training of Negro doctors, lawyers, business men, ministers, teachers, welfare workers, writers and musicians is essential for our complex urban life. Furthermore, of even greater importance is the discovery and guidance of Negro thinkers who may or may not be preparing for a profession. Persons with breadth of outlook, regard for facts, freedom of mind and moderation of spirit, who live with and are a part of the Negro community, are imperative. Fisk University has set for itself the task of helping to meet this need.

The educational program at Fisk, which is designed to include the whole of the life of the student, emphasizes health, social contacts, studies and religion. It devotes much time to counseling, routes students into pre-professional courses and encourages those not ready to select a vocation to broaden and deepen their culture. It utilizes many of the educational devices widely discussed of late, the plan of grouping studies into large fields of interest for students in the last two years; a sophomore general examination, freshmen and sophomore advisers, the comprehensive final examination, and so on. The purpose is to bring students and teachers together as partners in the educational quest and to accelerate independence of thought and action.

Four fundamental purposes mentioned above run through the Fisk program and are designed to provide effective leaders in our American life. They are breadth of outlook, regard for facts, freedom of mind and moderation in spirit.

Obviously one of the greatest handicaps to achievement that confronts a member of a minority group is lack of opportunity for broadening and enlarging experiences. In a world of expanding horizons it is essential that persons of one race, nationality or class know members of another. They must appreciate cultures different from their own and adjust their habits of thought and action to inclusive social patterns.

Training in the observation, collection and interpretation of facts is also of utmost importance to one who may be entrusted with the leadership of persons steeped in habits of wishful thinking. For this reason, as well as for multiplying knowledge generally, Fisk has developed a program of research. During the past five years more than a dozen volumes in sociology, anthropology, economics, health, literature and philosophy and religion have been published at Fisk.

At present, students of physics are engaged in helping a professor describe the curve of molecular motion in certain diatomic gases. Students of chemistry are analyzing the anesthetic properties of the American fire weed. Students of sociology and psychology are studying the effects of economic income upon marital stability and child delinquency.

And students of literature are writing essays, short stories and poems under the supervision of well-known authors, as well as examining word forms and dialect changes in the Gullah language under a fellow of the Learned Societies.

Moreover, in developing freedom for thought, Fisk is striving to bring out intellectual and emotional values which an austere society and a system of educational regimentation have partially succeeded in crushing.

And finally, in emphasizing moderation of spirit, Fisk is endeavoring to provide a Negro leadership that is neither subservient nor erratic.

No matter how great the temptation to turn to the trades and applied arts, Fisk has stuck to the purpose of the founders, to provide a liberal arts education for Negro youth.

The first Fisk Singers, a band of eleven students still in their 'teens, with ill-assorted dresses and coats as much too long for their trousers as their trousers were too short for their shoes, started North not long after the Civil War.

A wave of enthusiasm swept them across the North and East and beyond the sea to the courts of Europe.

And they brought back money for a forty-acre campus and Jubilee Hall, the first college building of its kind for Negroes in America. Today twenty-five halls greet the visitor, and one of those first graduates recently left $100,000 to the college.

ADVANCE OF NEGRO RACE

Times 1-22-33

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New York N.Y.

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NEW YORK WORLD — Telegram

FEB 18 1933

Laying Foundation of Negro Higher Education.

By Walter Fairchild.

The passing of Charles G. Fairchild in his ninetieth year brings to memory the European tour of the original "Jubilee Singers" of Fisk University.

After the war Fisk, the embryo Negro college, was struggling without funds, and the plan was made to send representative students to the more friendly atmosphere of England to aid in raising the then stupendous sum of $50,000 as endowment for the new colored school in Tennessee.

Mr. Fairchild, who was then engaged in raising building and endowment funds for Berea College, Ky., which admitted Negroes on an equality with white students at that time, was placed in charge of the Fisk enterprise, and in 1871 took the Fisk choir, under their name of "Jubilee Singers," to England and the Continent. The tour was a great success and brought considerable money to Fisk. They sang before Queen Victoria and other crowned heads of Europe, making a sensation wherever they went with their quaint rendering of "Swing Low, Sweet Chariot" and other Negro spirituals which have become classic. Mr. Fairchild was accompanied on this tour by his wife and two babies.

Both Fisk University and Berea College have grown in fame and prosperity contributed to in no small part by the devotion and courage of those who labored in the beginning against great odds to establish Negro education in this country.

New York

Knoxville, Tenn., Journal
May 31, 1933

NEGRO COLLEGE WORK PLANNED

$20,000 Improvement Plan Voted by Trustees.

Expenditure of $20,000 for improvement of Knoxville College dormitories and of the Carnegie Library building and its equipment has been approved by the board of trustees of the institution, it was announced yesterday at commencement exercises for 43 graduates.

Maurice Trimble, Pittsburgh, consulting architect, who presided at the meeting of the board of trustees, said the money which will be spent during the summer is the gift of the American board of the United Presbyterian church.

ADMINISTRATION INDORSED.

At a meeting of 250 alumni of the college yesterday afternoon the administration of the college, headed by Dr. J. Kelly Giffin, president, was unanimously indorsed. Representatives were in Knoxville from alumni chapters at Chicago, Cincinnati, and other centers.

The commencement address was delivered by Dr. Carter G. Woodson, of Washington, D. C., who urged the young Negro graduates to "become worth something" to their people. He suggested that many of them go into business rather than remain in the teaching profession.

Dr. John A. Cotton, of Henderson Institute, North Carolina, was elected a member of the board of trustees to succeed Dr. C. H. Johnson, of Birmingham, as one of the alumni representatives on the board.

Registration for the summer term of Knoxville College will begin next Monday at 8 a. m. and will close at noon. Classes will meet in regular session on Tuesday, June 13.

Swift College President On Visit

East Tennessee Baptist
9-14-33

Rev. C. E. Tucker, president of Swift Memorial College, Rogersville, Tenn., was a visitor in the city last week. He announced that applications for enrollment at the college this year indicated a very large enrollment as the term begins the latter part of the month. An excellent faculty will have charge of the instruction this year

The American Baptist
THEOLOGICAL SEMINARY

WHITES CREEK ROAD

NASHVILLE, TENNESSEE

Operated by the National Baptist Convention and the Southern Baptist Convention

American Baptist
9-15-33

(A FIRST CLASS THEOLOGICAL SCHOOL

Two Courses leading to degrees. Strong Faculty

Opens in September. Closes in May.

Seminary opens this year September 25th, 1930

For catalogue and other information write

REV. J. H. GARNETT, President

Colleges.

NEGRO UNIVERSITY IS POSSIBLE FOR HOUSTON

SCHOOL BOARD TO BE FAIR IF FUNDS ARE ALLOTTED BY FEDERAL R. F. C.

By GILBERT T. STOCKS

Houston.—Again Houston steps out in front of other Texas cities and for that matter all other cities of the South in its proposal for a municipal university. If plans now in the making can be consummated Houston will in the near future bring university training to the doors of its thousands of youths, many of whom would find it difficult if not impossible to obtain such elsewhere due to limited means. This the school board and school officials are endeavoring to do.

The Informer has raised the question, which doubtless has occupied the minds of thinking citizens and taxpayers of our group since first the plan of such a thing was being considered, that is, "How will the Negroes of the city fare under a municipally controlled university?" In its efforts to gain this information to date it has met with substantial encouragement.

When a reporter called at the office of Dr. E. E. Oberholtzer, superintendent of city schools, it was learned that Dr. Oberholtzer was out of the city and was not expected to return before about the latter part of July. Nothing daunted, he sought out Attorney W. B. Bates, president of the school board, and had an interview with him.

According to Mr. Bates' statement, the proposed university will be built in two branches, one for white students and one for colored. The school board aims to be perfectly fair in dealing with so large a per cent of the city's population as is represented by Negroes.

He further stated that the fairness of the board's attitude in providing for colored students under the proposed university plan can be judged from the fairness which has characterized its dealings with them in the past.

He admitted that the plan has got all of us up in the air. Everything depends on securing the necessary loan from the Reconstruction Finance Corporation. If Houston is successful in getting a two million dollar loan or even one and one-half million, there is no doubt but that the school board will build new buildings for both white and colored branches, according to Mr. Bates.

Mr. Bates also said that the problem of location will also have to be considered, but that a competent committee is now working out the details and that he was safe in saying that all would be treated alike.

Education-1933
Colleges.

Virginia

RICHMOND, VA.
TIMES DISPATCH

JUN 9 1933

A Community Asset

IN appealing to the white citizens of Richmond for $60,000 to prevent the serious crippling of Virginia Union University, the campaign committee is urging this community to support an institution which has long been one of its assets. Richmond would suffer if this Negro university were to be seriously handicapped through failure of this City to support it in the emergency with which it is confronted.

Virginia Union is serving Richmond in tangible ways, for it not only spends an average of $135,000 a year here, but at the same time it turns out Negro teachers, ministers, physicians, social service workers, lawyers, business men and others who settle here and contribute to the general well-being of the community. Every race is entitled to its own trained professional men, its own business executives and its own social service workers, and Virginia Union is doing an important work in providing such services for the Negroes of Richmond.

It is a type of Negro educational institution which Virginia needs, for Hampton Institute is adequate in every way to care for the industrial training of members of the colored race. In Richmond at the present time there are eighty-nine graduates of the local university who are teaching in the public schools, twenty-six more who are pastors of local churches, seven who are practicing physicians, six who are dentists, eight who are insurance company officials, two who are bankers, three who are in social service work, and one who is a librarian. For many years 30 per cent of the student body of the institution has been recruited from Richmond and vicinity.

Thus it will be seen that subscribers to the fund shortly to be raised here will be contributing in a very definite way to the commercial, the professional and the educational well-being of Richmond. At the same time, their dollars will count for far more than the amounts which they themselves give.

The reason for this is that the General Education Board has agreed to give $7 for every $5 raised in the campaign, up to a total of $97,500. In other words, the man or woman who signs up for a contribution of $100 over a five-year period will in reality be the means of increasing the university's endowment by $240.

In agreeing to support the campaign, the General Education Board has very properly taken the position that the extent of its own contribution will depend upon the sum raised in the community served by the institution. It now devolves upon Richmond to show its appreciation of the board's generous offer and of the university's important contribution to the City's welfare, by raising the amount sought by the campaign committee. The Negroes of Richmond have determined to provide their quota of $15,000. Can the whites, with far greater resources, fail to raise $60,000?

RICHMOND, VA.
NEWS LEADER

JUN 24 1933

VIRGINIA UNION UNIVERSITY.

The schools and colleges of Richmond are essential factors in the life of this city. Over and over again the commercial importance of these institutions has been emphasized. The merchants, the markets, the banks have good reason to know what the steady stream of expenditure by students means to the prosperity of this community.

On the selfish level of mercantile advantage alone Richmond has an asset in its schools and colleges that is irreplaceable.

On the higher level of hope and intellectual expansion, the benefits of colleges to the life of this whole section is even more valuable and beneficent.

The Virginia Union University is a case in point. Here is a college that offers the sole opportunity to the Negro race for education beyond that of the public schools. As long as we have Negro schools and Negro pupils we must have educated Negro teachers and Negro principals.

That is precisely the function that the Virginia Union University discharges in this city. If no such university were here our Chamber of Commerce would make every effort to secure a Negro university for the welfare of the city.

Now that we have such a college it would be blindness, or worse, not to make its continuance assured by giving the financial aid that is essential at this time.

STUDENT STRIKE AT VIRGINIA SEMINARY AND COLLEGE FORCES PRESIDENT JOHNS TO RESIGN

Journal and Guide 12-16-33

Special to Journal and Guide

LYNCHBURG, Va.—Members of the board of control of Virginia Seminary and College decided last week that they either had to close the institution or dispense with the services of the president, Dr. Vernon S. Johns.

Informed of this alternative, Dr. Johns turned in his resignation. Upon its receipt the board voted to immediately relieve him of his duties as president.

"The resignation, although received, could not be finally accepted by the board of control as that power belongs to the board of trustees," an official statement by the board, released to the Journal and Guide by the Rev. Dr. A. L. James, of Roanoke, chairman, pointed out.

Trustees Meet January 9

"Hence, a meeting of the trustees has been calld to meet at the Seminary on January 9, 1934, at which time the resignation will be acted upon finally.

"This course pursued by the board of control was considered the course of wisdom under the peculiar circumstances and was mutually agreed to by both Dr. Johns and the members of the board of control," Dr. James' statement said.

"Faculty and students were pleased with the adjustment of the matter and peace was restored and the strike called off. A new local government was set up by which the school is to continue its work under the supervision of the board of control, until January 9. The faculty organization will operate."

Trustee Gets Soaking

But before the strike was called off the serious situation of last week reached another climax, with students parading and demanding the ousting of Dr. Johns and dousing the Rev. W. R. Ashburn, of Richmond, a trustee, with a tub of water poured on him from a second floor window as he entered a building, Thursday.

Rev. Mr. Ashburn has been regarded as a strong supporter of the policies of Dr. Johns. He is president of the Virinia Baptist Sunday School Convention and recording secretary of the Virginia Baptist State Convention, which supports and ultimately controls the college here.

He was going into the building after being informed he was wanted on the telephone by a student. Before entering, Rev. Mr. Ashburn expressed concern over his safety inside with the students, but on being reassured started to enter the building. Falling prey to the students' ruse cost him a drenching with cold water on a cold day.

Residents Back Students

It was found by members of the board of control that the students had the active backing of influential white and colored residents here. These residents were opposed to the continuation of the Johns administration at the college. This is said to have weighed heavily in the board's demand that Dr. Johns relinquish the office of president of Seminary.

"Friends and patrons who are supporters and sympathizers with the work are asked to continued to send in support, addressing all communications to the Virginia Seminary and College, Lynchburg, Va.," the board's official statement to the Guide urged.

"Aside from the great need of funds with which to carry on the work, friends of the institution may be pleased to know that there is at the Virginia Seminary and College a splendid faculty and a fine student body and a much better spirit than has been exhibited for several years.

Board Optimistic

"In spite of the dark past, the future now seems bright and with proper cooperation, both in the management and the financial support of the instiuttion with a leader who is capable of commanding the confidence and respect of faculty, students, patrons, and friends, the school can soon be placed in line to continue its course which will ultimately accomplish the object for which it was founded by the fathers.

"The members of the board of control who were present and who cooperated in the adjustment of matters were Drs. C. P. Madison, of Norfolk, president of the Virginia Baptist State Convention; C. C. Scott, of Richmond; A. L. James, of Roanoke; and the Revs. P. L. Harvey, of Lynchburg, and C. N. Hawk, of Danville. This statement is published by order of the board of control of Virginia Seminary and College, Lynchburg, Va.—A. L. James, chairman."

Situation Summarized

The statement was preceded by a summary of the situation leading up to the meeting at the Seminary of the board of control on Thursday, December 7. This preliminary summary said:

"The meeting of the extra session of the Virginia Baptist State Convention held with The Gilfield Baptist Church, Dr. S. A. Brown, pastor, Petersburg, Virginia, November 28-29, was called largely in the interest of the Virginia Seminary and College at Lynchburg. Along with the extra session there was a meeting also of the board of trustees of the Seminary. The student body, represented by W. B. Crocker, head of the Student's Council, and others, appeared before the Board of Trustees with a number of complaints against the administration and demanded the removal of President Vernon Johns from his office as president.

"The faculty also sent a written communication which contained several complaints, although this communication did not ask for the president's removal.

Faculty Also Kicked

"The complaints made by both the student body and the faculty of the Seminary were received by the trustees and turned over to the board of control for investigation; and the board of control was called to meet in Lynchburg at the school Thursday December 7th.

"Following the meeting of the board of trustees at Petersburg, Va., President Vernon N. Johns ordered Rev. E. H. Jackson, college student and superintendent of buildings and grounds, to surrender his position and to leave the school. Jackson refused to go, regarding the actions of the president as a punishment to him because he had been rather active in bringing to the attention of the board of trustees the complaints made by the students.

"The president immediately swore out a warrant against Jackson and had him arrested. Students resented this treatment of one of their fellow students and called a strike which lasted several days.

"Upon the arrival of the board of control, Thursday morning December 7, the situation was found to be even more serious than it had been anticipated. The entire student body was parading the grounds of the school exhibiting large placards with such wordings as 'Johns Must Go!' 'We Want a New President!' 'If Johns Remains We Leave,' etc.

Johns Gets Ultimatum

"The chairman of the board of control called a meeting almost immediately upon arrival and after a brief conference the board prayerfully and thoughtfully decided upon the course to pursue, and the faculty of the school was called in to lay again their complaints before the board; and after a conference with the faculty the student body was called in and a similar conference was held with them.

"After a thorough investigation of all the facts revealed in the case by both faculty and student body, the board of control withdrew to a private executive session in which Dr. Johns was allowed to remain. The members of the board of control unanimously decided that there was but one of two things to do. That was to either close the school or dispense with the services of the president. The president's resignation was received and a vote passed relieving him immediately of the duties of the office of president."

Richmond, Va. News-Leader
June 20, 1933

Negro Unit in University Appeal Succeeds in Goal

Stirring Appeal to Other Workers Is Made by Dr. Robert C. Bryan.

Declaring that if Richmond and the South did not supply leaders and teachers from among the Southern Negroes by supporting Virginia Union University in its hour of need that Negroes from the North, with less understanding of local problems, would in future compose a majority of the student body, Dr. Robert C. Bryan, chairman of the special gifts committee of the emergency fund, made a stirring appeal to 200 volunteer workers in St. Paul's parish house yesterday.

He characterized the soul of the present campaign "as a wonderful opportunity for Richmond citizens to show their undying and unending affection and admiration for the Negro servants of the past who had been faithful to every trust."

Dr. Bryan's talk was followed by the announcement that the Negro division, under the chairmanship of Mrs. Maggie L. Walker, had gone over the top with its quota of $15,000. More than 70 per cent. of this amount had been in cash subscriptions, it was stated.

"The general campaign committee is hopeful that through our volunteer workers the people of Richmond will at last realize that within our midst is a university of major importance to the educational system of the South," Mrs. Benjamin Hodges Smith told The News Leader today. "In Virginia Union University we have a civic institution that should not be allowed to suffer for the want of $75,000 additional income during the next three years."

Other officials pointed to the fact that Virginia and the city had every reason to be grateful to the Rockefeller family for the interest shown in restoring Williamsburg. Through the general education board this family is willing to give Virginia Union $7.00 for every $5.00 which the general campaign can underwrite among white citizens.

The crop of workers will be assembled in St. Paul's parish house at 1 P. M. tomorrow for a report meeting, and other gatherings of a similar nature are scheduled during the week, with a final luncheon rally set for next Monday.

DID YOU KNOW THAT?

Dr. Harry Bear.

There are three students at Virginia Union University taking academic work preliminary to the study of dentistry.

In addition to the actual practice of dentistry the care of the teeth by the individual makes for general community health.

In spreading the basic principles of dental hygiene the Negro dentist is an invaluable factor, as he can always be in close contact with his race.

Virginia Union has prepared many young Negroes for this profession, who today are doing admirable work.

DR. HARRY BEAR.

Education - 1933

Colleges.

West Virginia.

PARKERSBURG, W. VA.
SENTINEL

MAR 8 1933

COSTLY COLLEGES

The house education committee at Charleston has reported out a bill to abolish all state teachers' colleges. This is Delegate Goodwin's bill which would eliminate all teachers' colleges in the state and leave only West Virginia University, Marshall college, Potomac State school and West Virginia State college, the latter a Negro school.

The bill probably should have provided for eliminating all but the state university. Taxpayers from all parts of the state should not be called upon to support institutions of higher learning which serve only certain local areas of the state.

Alabama

Education - 1933

Colleges, Change of Heads.

PASSAIC, N. J.
HERALD

JUL 19 1933

According to His Own Preaching"

WE HAVE FELT, ever since he came among us two years ago, a warm admiration for the Rev. Buell Gordon Gallagher, because of his almost-boyish eagerness, his sincerity and his glad outlook on life, and now that he is leaving us we welcome the opportunity to express that admiration.

He has been here in the Christian ministry but a short time and yet he has put upon the community the impress of his personality. He has been a "happy warrior" in the cause of social justice—trying to make his corner of the world a better place in which to live, and giving his best to that cause.

In resigning from the ministry of the First Congregational Church to become president of Talladega College, a Negro institution in Alabama, he is accepting, in a very real sense, "the challenge to live according to his own preaching." To be called to any college presidency at the age of 29 is an unusual honor. Nor is it a "blind alley job" that the Rev. Mr. Gallagher is taking, because if one gives his life to the service of exploited and under-privileged humankind, and if he finds enjoyment in such service, the time and energy expended will bring rich dividends.

When the Rev. Mr. Gallagher had been here but a few months, an inquiry came to us from a group of distressed patriots who expressed concern about Mr. Gallagher's sermons—"Was he preaching Communism in Passaic?" Of course he wasn't, although Jesus would have been accounted a Communist in the years of His preaching (or even now, by some of our standards). We felt it a privilege to reply that we were in the business of publishing a newspaper, not snooping on our neighbors, and that the Rev. Mr. Gallagher seemed to us to be like many of the best young men graduated by Protestant theological seminaries—more interested in social justice and in humankind than in the old orthodoxies.

We wish him well in his new field of effort.

NEW JERSEY PASTOR HEADS NEGRO SCHOOL

NEW HAVEN, Conn., July 24.—(AP)—The election of the Rev. Buell G. Gallagher, of Passaic, N. J., as president of Talladega College, a Negro school at Talladega, Ala., was announced today by the Rev. Dr. Oscar E. Maurer, chairman of the board.

Gallagher, who is 29 years old, will assume the presidency in September. He succeeds Dr. Frederick D. Sumner, who reached retirement age in June after serving 18 years as head of the institution.

Atlanta Constitution
July 25, 33

Colleges, - Change of Heads.

VETERAN N. C. EDUCATOR RESIGNS

Dean J. W. Seabrook Is Named Successor To Dr. E. E. Smith

By A. E. ARMSTRONG

FAYETTEVILLE, N. C.—After a half century of service as an educator, Dr. E. E. Smith has resigned as president of Fayetteville State Normal School, bringing to a close one of the most notable chapters in his remarkable career as teacher, school executive, diplomat, soldier, churchman, and apostle of interracial good will.

Announcement of Dr. Smith's resignation and retirement and of the selection of Dean J. W. Seabrook as his successor was made here during the interracial meeting on Tuesday, July 18. The Fayetteville school dean was recommended by Dr. Smith and was officially chosen at a special meeting of the trustee board called by Dr. Smith on July 15.

Named President-Emeritus

Dr. Smith's announcement to the assembled trustees was received in astonished silence. The board pleaded with him to continue in office, but the veteran president's decision was final.

Remarkable Career

For the past few years Dr. Smith has been in poor health. Feeling that he had done his best, despite adversities, in establishing the oldest Negro normal school in the state and knowing he had right at hand a worthy successor who had so harmoniously worked with him, he gladly resigned. He was honored by being named president-emeritus of the institution.

President Smith has had a colorful career. Few educators in the United Stats approach his remarkable record for the past half century. He was president of the school for 50 years.

Dr. Smith was born in Dublin County, North Carolina, and was educated in the schools of Wilmington and Goldsboro, and at Shaw University. He tells with great gusto of his first school in Wayne County, which he built with his own hands out of "Black Jack" logs.

Many Distinctions

This same dauntless and unselfish spirit again showed itself in his purchasing in 1908, with his own money, forty acres of land, which he deeded to the state in order that the school might leave its cramped rented quarters in the city and move to its present beautiful site, where it is unhampered in its expansion.

Dr. Smith has won distinction in many and varied fields of human endeavor. Unusual recognition and honor have been accorded him by both races and by all classes of people. He has twice left the institution to serve his country in a broader capacity. In 1886 he was appointed by President Cleveland as United States Minister-Resident and Consul-General to the Republic of Liberia. In 1898 he again left to serve as Adjutant of the Third North Carolina Volunteer Regiment during the Spanish-American War.

He has served as president of the State Teachers Association and as a member of the executive committee of the National Association of Teachers in Colored Schools. At the present time he is a trustee of Shaw University and treasurer of the State Baptist Convention.

His name and portrait appear among the list of America's distinguished Negroes, a list compiled by the Association for the Study of Negro History, and by the editor of the Journal of Negro History. His name has been listed in "Who's Who" (1908-09 edition, p. 1748).

School's Rapid Growth

Dr. Smith has been an active apostle of racial cooperation and good will. Then, too, the energy and thrift he has manifested, both in the management of the Normal School and in his personal business, has served as an example and an inspiration to others of his race.

In the fifty years of its existence, the institution has enrolled eight thousand students, over four thousand of whom have taught in seventy counties of this state and in other states. It has grown from the occupancy of an upstairs room in an old building on Gillespie Street to its ample site of fifty acres, on which are 12 buildings valued at $325,000. The annual appropriation for maintenance has increased from $2,000 to $46,000; the number of instructors from three to thirty.

Valuable Service

During the past year the Fayetteville State Normal was the only state-supported school in North Carolina with a building program which involved the expenditure of an additional amount of $135,000 in the erection of Joyner Hall and the N. C. Newbold Training School. More than any other man of his race, Dr. Smith has contributed continuously of his time, energy, and worldy goods to the cause of educational progress in the eastern section of North Carolina.

From the time that he became president of the Normal School in 1883, until the graduation of the last high school class at the institution in 1929, practically all of the high school education for Negroes in Fayetteville was given under the direction and tutelage of Dr. Smith.

In recognition of this fact, the trustees of the Fayetteville school district recently named the local high school for Negroes the E. E. Smith High School.

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After his graduation, he taught for three years at Slater State Normal School, Winston-Salem, now Winston-Salem Teachers College. He then served as dean of Kittrell College for one year, after which he was elected to the faculty of Biddle University. Prof. Seabrook became dean of Fayetteville State Normal School in 1923. His studies were interrupted by the World War, during which he served his country at Howard University, Washington, with the Student Army Training Corps, and as an instructor at the military training detachment heat Charlotte, N. C.

In continuing his studies, Prof. Seabrook took post-graduate work at New York University, the University of Chicago, and at Columbia University, New York City, where he received his M. A. degree and passed the matriculation examination for a Ph. D. degree.

On Hoover Board

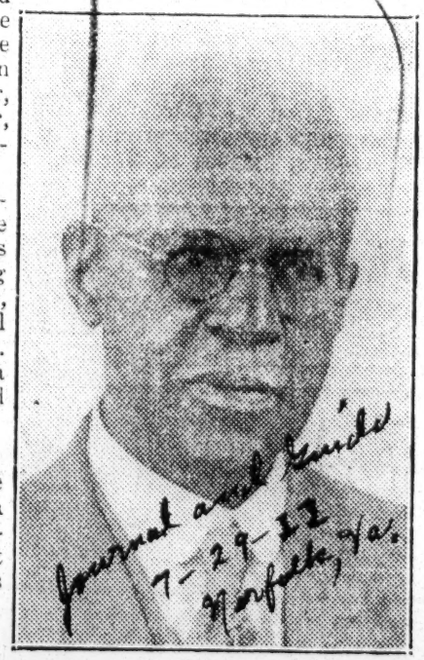
He was appointed as a member of President Hoover's White House Conference on Child Health and Protection during the term of Herbert Hoover. He is a member of the Advisory Committee on Negro Education of the United States Office of Education, having been appointed by former Secretary Wilbur of the Department of the Interior.

Prof. Seabrook is also a contributing editor of the Journal of Negro Education and associate editor of the North Carolina Teachers' Record.

He is a member of the Presbyterian Church. In 1931 he was a member of the commission appointed to make a study of the Negro Colleges of the M. E. and C. M. E. Churches. He is a trustee of Johnson C. Smith University, has served as vice-president and secretary of the North Carolina State Teachers Association, has been a member of the executive committee of the National Association of Teachers in Colored Schools, is on the executive committee of the North Carolina Interracial Commission and is a member of the American Legion.

Already an outstanding figure in Negro education, Prof. Seabrook bids fair to become one of the greatest educators of his race. His qualifications are known and recognized by the leading colleges and universities of the state. He numbers among his friends many prominent men, both white and colored.

Retiring Educator



Journal and Guide 7-29-33 Norfolk, Va.

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Journal and Guide

Rev. H. S. Davis, Fayetteville, Gets High Position

8-5-33

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Principal Well Prepared

The new principal goes to his new position well prepared; besides his school work here, he was also once a faculty member of Mary Potter, he is a graduate of the college and seminary of Johnson C. Smith University where he earned the degrees of bachelor of arts and bachelor of divinity; and later studied at the Garrett Biblical School and at Northwestern University, Evanston, Ill.

The past several days have been filled with several affairs expressive of the high esteem in which Rev. and Mrs. Davis are held.

Friends Honor Davises

Rev. and Mrs. H. S. Davis and family were the dinner guests of the Rev. and Mrs. Thomas Jenkins Sunday of last week; of Mrs. L. S. Seabrook on Tuesday and Mr. and Mrs. Samuel Hodges at Valley Brook Farm on Wednesday.

The faculty and P.-T. A. Committee of the E. E. Smith High School entertained a few friends at a lovely party honoring Rev. and Mrs. H. S. Davis and the newly elected Prof. J. W. Seabrook, president of the Fayetteville State Normal School at the home of Prof. E. A. Armstrong on College Heights, Wednesday evening. The host acted as master of ceremonies. A delicious menu of chicken salad, ice cream and cake and mints was served. The cake was a special design of W. K. Smith, chef at the Prince Charles Hotel.

Those participating were: Mr. and Mrs. B. F. Ferguson, Mrs. Irma Currie, Mrs. Susie Daniels, President J. W. Seabrook, Prof. W. M. Brewer, Supervisor of history and social sciences in Washington, D. C., Schools; S. M. Deas, Mrs. Alice Josey, Mr. and Mrs. W. K. Smith, Miss I. B. Cogdell, Miss Odell Smith, J. T. Smith, Prof. A. J. Blackburn and P. C. Turner, Mrs. Ella Bethea, Dr. and Mrs. W. P. Devane, Samuel Murchison, the Rev. T. H. Dwelle, and the Rev. Leon Currie.

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Those attending in addition to those listed above, were: Dr. William Bassett, Mrs. Ark.; W. C. Witherspoon, Richard Carroll, Monticello, Mrs. D. A. Bryant, Mrs. Nettie Drake, Mrs. Sallie Murphy, Rev. and Mrs. A. B. Massey, Mrs. Ida Fairley, Rev. and Mrs. Thomas A. Jenkins, Mrs. L. C. Jr., Mrs. Ida S. Montague, Mr. and Mrs. Also, Mr. and Mrs. W. K. Smith, Miss Odell Smith, Mr. and Mrs. Stevens, Miss Almira Jeffries, Mrs. Alice Branche, Arlando Smith, Milton

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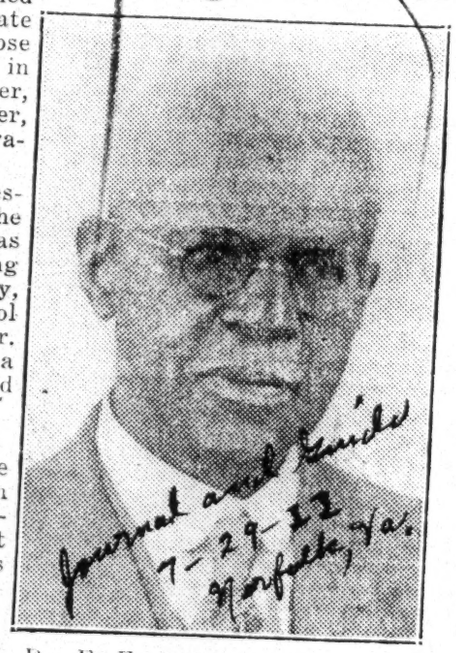

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C. Turner, Alma Davis, Margaret Hall.
Miss Grace Lanier, Florence Elliott and
Estella Elliott.

Education-1930

Oklahoma

Colleges,— Change of heads.

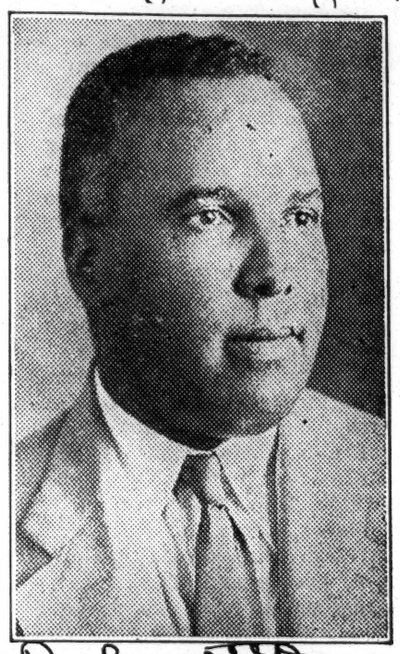
BULLETIN

Black Dispatch 4-9-32

W. C. Hughes, chairman of the State Board of Affairs, announced to the Black Dispatch late Thursday that Caesar F. Simmons, Oklahoma City school teacher, had been selected to take the place of the late J. H. Lilley, at the State Training school at Boley.

South Carolina.

Colleges, Change of Heads.



Palmetto Leader

Capt. ABRAM SIMPSON
Acting President of Allen University
Columbia, S. C.

2-18-33

The President whose thoughtful programs made it possible for the Trustees to operate Allen University this year, when it was doomed to close.

Education - 1933

Alabama.

Common Schools, Condition of

Dr. Strayer's Report On Montgomery County Schools

This is the fifth and final installment of the report of Dr. George A. Strayer, school administration authority of Columbia University on the financing of Montgomery's schools as made to the Montgomery Board of Education.

Advertiser

The statement herewith is a supplement to the report and deals with the percentage of the amount expended for the various items in the school administration.

2-3-33

Supplement To Report

I am appending to the report the financial statement of the Montgomery Public Schools for the year ending June 30, 1933. I have chosen this primarily to call attention to the distribution of expenditures among the major items of the budget. For general control there was expended 3.53 per cent of the total for current expenses. This is entirely in line with what is considered sound practice for cities of the size of Montgomery. Taking into account the necessary amount involved for administration of the county school system, the charge for general control must be considered low.

Seventy-nine and nineteen one hundredths per cent of the total current expenses was used to pay the cost of instruction in day schools. This is relatively high. In other words, in the administration of the funds made available, the Board used a relatively high per cent of the total to pay the cost of instruction, the purpose for which the schools are organized.

For the operation of the school plant 7.13 per cent of the total was used. This is in line with good practice in comparable communities.

For the maintenance of the school plan the per cent of the total budget was 1.76. This is low and is to be explained by virtue of the necessity for drastic economies during the present economic crisis.

For auxiliary agencies and co-ordinate activities, including the promotion of health, the transportation of pupils, and attendance, 7.13 per cent of the total of current expenses was used. This is in line with the practice of those school systems which provide transportation for rural school children. By far the larger proportion of this amount was used for transportation. If the children transported had been housed in small schools scattered throughout the county, the additional cost for teachers' salaries brought about by the necessarily small classes, would have been greater than the total cost of transportation. The Board of Education should continue and carry to completion its program of rural school consolidation.

The item for fixed charges, including insurance, pensions and rent, amounts to 1.26 per cent of the total budget for current expenses. This is very low and is due to the fact that there is no adequate pension system in effect.

It is my judgment, the Board of Education has been wise in its allocation of funds available among the several items of the budget for current expenses.

GEORGE D. STRAYER.

TABLE IX
Receipts

I. REVENUE RECEIPTS—	
1. State funds—attendance; county high school; general education; rural high school, library, illiteracy, revolving; rural schoolhouse; vocational education .. ..$	93,359.90
2. County funds—county tax (3 mills); district tax (3 mills); poll tax; gasoline tax	377,313.53
3. Local funds—matriculation and incidental fees; gifts bequests, contributions; fines and penalties; illiteracy; library; erection, repair and equipment; tuition	2,262.00
4. Appropriations from County Board of Avenue	2,860.75
5. Philanthropic agencies (Slater fund)	380.00
6. Federal Government for vocational education	1,805.63
Total revenue receipts ....$	477,981.81
NON-REVENUE RECEIPTS—	
Warrants to school employes ....$	120,391.88
Sale of property	1,141.86
Insurance adjustments	338.00
Other non-revenue receipts refunds; bills payable ..	1,976.62
Total non-revenue receipts.$	123,848.36
BALANCES FROM PREVIOUS YEAR .....$	9,254.13
BALANCE OF PETTY CASH .....$	7.24
GROSS RECEIPTS AND BALANCES ....$	611.091.54

Disbursements

I GENERAL CONTROL—	
1. Business administration....$	536.20
2. Educational administration salaries	15,840.00
Supplies and expenses ..	1,526.80
Total general control ....$	18,903.00
Per cent of the total of current expenditures ..	3.53%
II. INSTRUCTION IN DAY SCHOOLS.	
1. Salaries .....$	420,213.43
2. Expenses	1,437.38
3. Instructional supplies	1,864.16
4. School libraries	326.29
Total instruction in day schools ....$	423,841.26
Per cent of the total of current expenditures	79.19%
III. OPERATION OF SCHOOL PLANT.	
1. Wages of janitors and engineers ....$	23,115.49
2 Fuel, lights, water, janitors' supplies	15,060.82
Total operation of school plant ....$	38,176.31
Per cent of the total of current expenditures	7.13%
IV. MANTENANCE OF SCHOOL PLANT	
1. Salaries ....$	2,268.00
2. Repair and upkeep	7,131.83
Total maintenance of school plant ....$	9,399.83
Per cent of the total of current expenditures	1.76%
V. AUXILIARY AGENCIES AND CO-ORDINATE ACTIVITIES—	
1 Promotion of health .....$	43.19
2. Transportation of pupils salaries	21,546.87
Gas, oil, parts and material	12,843.97
3. Attendance and child welfare workers—salaries	2,970.00
Expenses	398.07
4 Other auxiliary agencies Expenses	334.14
Total auxiliary agencies ....$	38,136.24
Per cent of the total of current expenditures	7.13%
VI. FIXED CHARGES—	
1. Insurance ....$	2,142.18
2. Pensions	2,558.88
3 Rent	2,046.00
Total fixed charges .....$	6,747.06
Per cent of the total of current expenditures	1.26%
VII. TOTAL CURRENT EXPENSES ....$	535.203.70
Per cent of the total of current expenditures	100%
VIII. INSTRUCTION IN EVENING SCHOOLS—	
1. Salaries ....$	903.11
IX. CAPITAL OUTLAY—	
1. School buses .....$	2,594.41
2. Other new equipment.....	701.54
Total capital outlay .....$	3,295.95
X. DEBT SERVICE—	
1. Reduction of warrants and short term loans .....$	19,928.56
2. Interest paid on warrants	35,862.18
3. Interest on short term loans	858.36
4. Rerfunds	309.72
Total for debt service.....$	56,958.82
XI. GRAND TOTAL DISBURSEMENTS ....$	596,361.58
XII. BALANCES AT CLOSE OF YEAR .....$	14,729.96
XIII. TOTAL DISBURSEMENTS AND BALANCE..$	611.091.54

Dr. Strayer's Report On Montgomery Schools

This is the fourth of a series of installments of the report of Dr. George D. Strayer, school administration authority of Columbia University, to the Montgomery Board of Education, on a survey of the financial condition of Montgomery's schools.

Advertiser 1-30-33

The situation regarding class distribution and teachers load for the junior and senior high schools and the salaries for teachers are discussed fully in this installment, with tables to illustrate.

TABLE VI.
Average Number of Pupils Per Class In Subjects Taught in City High Schools 1932-1933

	Junior High			Senior High
	Baldwin	Capitol Heights	Cloverdale	Sidney Lanier
Law				31.4
English 34.4		31	29	29.25
Mathematics 34		30	22	28
Phys. & Heath Ed 54		30	36	61
Home Economics ..30		15	22	23
Manual Arts 32		18	22	22
Social Science 34		31	33	28.6
General Science 33		34	20	28
Physics				26
Chemistry				26
Biology 33.5		22	28	
Latin 30		14	25	24
French 20			11	21.25
Spanish			21	18.2
Stenography				24
Typewriting				28
Bookkeeping				28
Muisc)				36
Art)				28
Penmanship) 42		38	34	
Band				28
Economics				28
Total No. Pupils 1,024	470	416	1,256	
Total No. teachers ..32	16	14	48	

Rural High Schools

Junior High	Total P'pls	Total Teach.
Catoma, 3 teachers teach all subjects to 56 pupils	56	3
Pine Level, 3 teachers teach all subjects to 44 pupils	44	3
Pintlala, 3 teachers teach all subjects to 77 pupils	77	3
Total	177	9
Junior-Senior High		
Pike Road 6 teachers teach all subjects to 65 Jr. High and 52 Sr. High pupils	117	6
Ramer, 10 teachers teach all subjects to 106 Jr. High and 146 Sr. High Pupils....	252	10
Totals	369	16

It would appear from a study of this table that the load is pretty evenly divided among the teachers of the several subjects, and that the total load per teacher is reasonably heavy. The only school in which it would seem possible to reduce the staff is the senior high. In this school it would be possible to reduce the number of teachers by as many as three or four without overburdening the teaching staff.

In the light of the current difficult financial situation, I would propose that as positions become vacant the staff of the elementary schools be decreased by nine teachers, and the staff of the senior high by three teachers. This would decrease the budget for teachers' salaries by from $12,000.00 to $15,000.00. But this amount of money, as important as it may be to save it, would not provide funds to maintain schools for more than a week. It may well be, too, that vacancies may not occur that would make possible this readjustment immediately.

I have next taken into consideration the possibility of reducing salaries now paid to teachers. In Table VII appear the average annual salaries paid to white and colored teachers for the years 1928-29 to 1932-33, inclusive.

TABLE VII
Average Salaries Paid Teachers For County and City Combined

	Elementary		High School	
	No. of Teachers	Av'age Annual Salary	No. of Teachers	Av'age Annual Salary
White				
1928-29	163	$1,046.74	131	$1,335.13
1929-30	177	1,067.92	139	1,327.22
1930-31	170	1,073.78	134	1,351.06
1931-32	165	946.13	135	1,183.76
1932-33	162	957.59	135	1,183.25
Colored				
1928-29	182	312.33	21	537.42
1929-30	183	318.36	25	582.92
1930-31	178	337.21	25	573.84
1931-32	172	296.92	24	538.44
1932-33	172	304.14	26	503.34

A more detailed report of salaries paid, as well as the period over which payment is made (nine to twelve months) is given in Table VIII.

As is already known to the members of the Board of Education, salaries were decreased beginning with the year 1931-32. It is my deliberate judgment after inquiring concerning the cost of living in Montgomery, that these salaries should not be further reduced. The salaries now paid are sufficient only if one thinks of a minimum standard of living. They do not represent an adequate payment for men and women with the professional training represented by the staff of the school system. To reduce them further would, in my judgment, be injurious to the children in the schools in that it would deny security and a reasonable standard of living to the teachers from whom boys and girls must get whatever of guidance and inspiration the schools are to furnish them during the formative period of their childhood and youth. The community cannot afford to have teachers who are in distress on account of their inability to meet their financial obligations, nor can it afford to deny a reasonable standard of living to those to whom it intrusts its children.

But the argument is sometimes ad-

vanced that teachers should be paid whatever money there is available—in the case of Montgomery County, a half of their annual salary—and that they be expected to teach for the whole year for that reduced allowance. There is in my judgment no justification for any such procedure. It is true that the salaries which the teachers now receive will be in most cases their annual incomes. But if their incomes are to be cut in half it will be absolutely necessary for them to find other means of supporting themselves. If the schools can be kept on the basis of present salaries for only four and a half months, the teachers should have the opportunity during the remainder of the year to add to their income in whatever manner they find possible.

In the national recovery program which is now under way, and in which we place such great hope, the proposal is definitely to increase wages while reducing the number of hours of work. It is rediculous to propose that one class of public servants, teachers, can be expected to maintain themselves during the period of rising prices on half of the very meager salaries that they have been receiving.

There are some laymen who propose that the schools are expensive because of the subjects taught in them. They suggest that if certain of the subjects more recently added to the curriculum were eliminated, as for example physical education, music, home economics and manual training, that the cost of schools would be reduced. As a matter of fact the cost of teaching children is not measured by the variety of instruction offered. Reference to Table V will indicate that classes in the newer subjects in the junior and senior high schools are on the whole as large or larger than that of the traditional school subject. To put it in a different way, if these subjects were eliminated teachers would have to be provided to teach these same children in other subjects and the cost would not be diminished.

The only real possibility of diminishing cost by eliminating instruction is to be found by denying children a full day's schooling. I know of no community in the United States that has been willing to limit the instruction of children to less than a full day in order to save money. Any such procedure would result disastrously for many boys and girls who would have less than a full day's program, and would on this account spend their time in loafing or engaging in activities which, in many cases, would be destructive socially and morally.

The people of the United States, of the State of Alabama, and of Montgomery County face a great crisis. We cannot afford to sacrifice this generation of boys and girls because of the current economic distress. It is all a matter of our scale. We still have the possibility of denying ourselves luxuries or even some of the comforts to which we are accustomed in order to provide education for our children. Now is the only time that they can have their chance.

The possibilities of taxation in support of public education have not been exhausted. Revenue collected, or credit made available by the National and State Governments, should be used for the maintenance of the school program. There seems to me to be no prospect of a successful handling of the situation until the matter is brought home to the people through the closing of the schools. It is, therefore, my recommendation that in Montgomery County the schools be maintained for a period of four and a half months and then closed. It is estimated that revenue will accrue during the year that will enable the Board of Education to meet its obligations for a term of this length.

I propose as well that the Board of Education appeal to the people of this community and of the State to provide through legislation for the revision of the revenue system in such manner as will increase the support for schools in this county and throughout the State. I confidently believe that the people of Alabama will be willing to make whatever sacrifices may be necessary to provide education for their children.

TABLE VIII.

Monthly Salary Groups in Effect During Year 1932-33.

WHITE

	Teachers 9 Mo.	Teachers 10 Mo.	Teachers 12 Mo.	Principals 9 Mo.	Principals 10 Mo.	Principals 12 Mo.	Prin. Clerks 9 Mo.	Prin. Clerks 12 Mo.	Supervisors. 9 Mo.	Attendance Office 12 Mo.	Superintendents 12 Mo.	Officers Assist. 12 Mo.
Less than $90							1	1				
$90-100	109											3
101-110	34											
111-120	38									1		
121-130	61						1					
131-140	20	1	2							1		
141-150	5	1	1									
151-160	12				2							
161-170	2	1			7	2						
171-180							1			1		
181-190		1	1				1					
191-200		1					1					1
201-210												
211-220							2			1		
221-230	5	1										
231-240	1	1										
300-350							1					
350-400												1
400-500												1

NEGRO PRINCIPALS AND TEACHERS

	6 Mos.	8 Mos.	9 Mos.	12 Mos.
$ 30-40	73	3		
41-50	13	2	91	
51-60		6	4	
61-70		1	2	
90-100				2
111-120			1	
130-160			2	

TABLE VIII (CONTINUED)

	Mechanics 12 Mo.	Bus Drivers 9 Mo.	Bus Drivers 12 Mo.	Engineers and Carpenters 12 Mo.	Janitors 9 Mo.	Janitors 12 Mo.
Less than $18					4	1
$ 18-30		4			18	
31-40					2	
41-50		30		1	20	6
51-60		6		1		2
61-70	1		3		2	
71-80			1			
111-120			1			
121-130	1					
131-140				1		
151-160	1					
171-180				1		

SPRINGFIELD, MASS.
MORNING UNION

SEP 23 1933

NEGRO SCHOOL IN ALABAMA

Newville Rosenwald Principal Tells of Urgent Need of Funds.

To the Editor of The Union.

Sir: It is said that the most important pillars of American progress and success are the three Gs—Grit, Grace and Greenbacks, or money. With these, art and science are developed, trade is expanded, peace and prosperity find their way into every heart and home, and the world makes its contribution to civilization.

Grit is that push and energy which are in man and which cause him to take daring adventures, to face death itself to save his country from great depressions and to deliver his people from pits of ignorance and disgrace.

Grace is that humble power which causes us to have faith, hope and love for institutions, individuals and projects that revolutionize the world and bring man in closer touch with God.

Money is the key with which man unlocks the wheels of progress and success and sets them in motion, so that better times can be felt by all people throughout the Nation.

The Newville Rosenwald School of Newville, Ala., a school that is under the good will and protection of the State and Nation, is left to run on two Gs—Grit and Grace. It is expected that the minds of the pupils be trained, it is expected that simple sanitary places for training be instituted, and it is expected that prepared teachers be employed. To do a creditable job on an economical basis, there must be a small investment of greenbacks, or money, as well as large investments of Grit and Grace in the educational project of the Newville Rosenwald School.

At this particular time the outlook for schooling for Negro youth of the South is greatly discouraging. For this reason and the educational uplift of the public in general, I am traveling from place to place with a humble plea for help. Through the mercy of God and the good will of friends who know the value of education, we hope that the school bells for Negro youth in this sadly-neglected section of our country will ring again early in October, as they are now ringing everywhere for white children.

The school is trying to raise $2150 for current expenses and an unpaid balance of $1956.25 on teachers' salaries, making a total of $4106.25 urgently needed. It is a great privilege to help a worthy cause in time of distress, even though that cause be unknown to us. Remember, God will take care of the giver and the gift.

Contributions of any size will be greatly appreciated and promptly acknowledged. All checks should be made to Newville Rosenwald School. For convenience address letters to Ransom S. Johnson, principal, 595 Union Street, Springfield, Mass. Telephone 2-8786; call 6 to 10 a. m. and 3 to 9 p. m.

RANSOM S. JOHNSON,
Principal Newville Rosenwald School.

Springfield, Sept. 22, 1933.

Education - 1933

Alabama

Common Schools Condition of

Advertiser 5-28-33

Dr. Strayer's Report On Montgomery Schools

This is the second of a series of installments of the report of Dr. George D. Strayer, nationally known school administration expert of Columbia University of the financial condition of Montgomery's schools as made to the Montgomery Board of Education.

Table 11 presents the situation for the years 1931-32 and 1932-33.

TABLE II

Statement of receipts of county and district taxes from tax collector and the approximate dates upon which same were paid to treasurer of board.

	1931-32 County Tax	1931-32 District Taxes	1931-32 Total	1932-33 County Tax	1932-33 District Taxes	1932-33 Total
July 1	$1,487.79	$1,487.69	$2,975.48			
15	8,842.53	7,198.81	16,041.34			
Aug. 1	4,526.01	4,526.88	9,052.89	$5,878.73	$5,877.76	$11,756.49
15	5,000.00		5,000.00	254.62	254.64	509.26
Sept. 1	354.91	354.84	709.75	6,024.45	4,506.28	10,530.73
15	63.12	58.69	121.81			
Oct. 1	1,457.53	5,316.28	6,773.81			
15						
Nov. 1	14,887.55	14,888.77	29,776.32	9,384.80	9,383.66	18,768.46
15	6,296.58	6,297.94	12,594.52	7,838.76	7,838.71	15,677.47
Dec. 1	4,575.85	4,540.70	9,116.55	6,110.25	6,107.47	12,217.72
15	11,312.10	11,310.58	22,622.68	14,407.40	14,404.49	28,811.89
Jan. 1	68,729.94	66,262.41	134,992.35	56,310.08	54,345.03	110,655.11
15	6,043.30	6,042.88	12,086.18	6,710.28	6,709.75	13,420.03
Feb 1	3,522.14	3,521.66	7,043.80	3,855.13	3,854.34	7,709.47
15	7,380.81	7,380.48	14,761.29	4,626.33	4,624.13	9,250.46
March 1	7,782.34	7,780.90	15,563 24	504.75	504.75	1,009.50
15	6,733.73	6,481.16	13,214.89	3,838.66	3,838.18	7,676.84
April 1	2,158.16	2,158.06	4,316.22	6,712.48	6,711.29	13,423.77
15	4,104.97	4,104.59	8,209.56			
May 1	7,913.90	8,000.56	15,914.46	6,511.96	6,510.46	13,022.42
15	2,940.99	2,940.80	5,881.79			
June 1	2,278.02	2,277.86	4,555.88	4,603.96	4,604.28	9,208.24
15	1,979.50	2,034.17	4,013 67	5,244.95	5,244.55	10,489.50
Totals	$180,371.77	$174,966.71	x$355,338.48	$148,817.59	$145,319.77	xx$294,137.36

x—This amount does not include $798.48 paid by City for District Taxes turned over to them by Tax Collector in 1927 and remitted by City during this year.

In addition to this amount the Probate Judge remitted for redemption of property, as follows:

County Tax $1,820.14
District Taxes $1,819.76

Total $3,639.90

xx—In addition to this amount the Probate Judge remitted for redemption of property as follows:

County Tax.....$1,102.06
District Taxes.....$1,101.94

Total.....$2,204.00

It will be observed from this table that the total receipts from county and district taxes dropped from $355,338.00 in 1931-32 to $294,137.00 in 1932-33. In the estimate of receipts for 1933-34, it is proposed that the revenues available from county and district taxes will be $290,000.00. The estimated receipts from the State, which I have checked with the State office, are given as $125,000.00. The estimate for poll tax is $10,000.00 and from gasoline tax is $75,000.00. There is added to these amounts the balances at the beginning of the current year and the estimated receipts from incidental fees of $1,500.00.

These estimates, together with the disbursements for interest and redemption of outstanding warrants together with the balance available for current expenses for the year 1933.34, are shown on Table III

TABLE III.

Estimate of amount required to operate 1933-34.

Estimated Receipts		
Balances at beginning of year		$ 14,729.96
State of Alabama		125,000.00
County Funds		
County and District Taxes	$290,000.00	
Poll tax	10,000.00	
Gasoline Tax	75,000.00	375,000.00
Local Funds		
Incidental Fees		1,500.00
Totals		$516,229.96
Estimated Disbursements.		
Interest		
On Old Warrants	$ 35,768.75	
On Teachers' Warrants	5,618.29	
On Temporary Loans	1,000.00	$42,387.04
xWarrants Falling due		
Old Warrants	19,000.00	
Teachers' Warrants	120,391.88	139,391.88
Bill payable (State of Ala. for Insurance		2 291.64
Totals		$184,070.56
Balance available for Salaries and other Current expenses		332,159.40
Total		$516,229.96

1. Estimated amount needed for current expenses for year $535,000.00
2. Estimate of amount available for current expenses for year $332,000.00
3. Per cent amount available is of amount needed.... .. .. 62 Pct.
4. This will operate schools 5.58 months

xThe Chemical Bank and Trust Company of New York City, holds Montgomery County Certificates of Indebtedness amounting to $75,000.00, bearing six per cent interest. It is my understanding that the Board of Education hopes to refinance this indebtedness over a term

Table III, on the side of disbursements, requires some explanation. Interest due on old warrants, teachers' warrants, and temporary loans, amounts to $42,387.04. Warrants falling due give a total of $139,391.88. The largest item, $120,391.88, consists of warrants which are definitely due and payable on January 10, 1934. These warrants carry interest at 6 per cent. There is as well, the relatively small item of $2,291.64, which must be paid to the State for insurance on buildings to which the State holds the titles. This leaves a balance available for salaries and other current expenses of $332,159.40. The maintenance of the schools with the present staff, and at the level of salaries now prevailing, requires approximately $60,000.00 per month that schools are in session. In other words, if one proposed to run schools until the estimated revenues were exhausted there would be the possibility of maintaining schools for a period of approximately five and a half months.

Apparently there is prevalent a misconception which I have found in several press accounts of the current financial situation of schools in Alabama that further monies will be made available for schools if and when the State's indebtedness of approximately $17,000,000, represented by outstanding warrants is funded and the State's warrants held by the county redeemed. It is important to clear up this situation. The Montgomery County Board of Education does hold State warrants amounting to approximately $109,000,00. Against these State warrants the County Board of Education has issued "Conditional Warrants" amounting to approximately $97-000.00. These warrants are now outstanding, and their redemption is guaranteed upon receipt from the State of the amount of the State warrants now held by the County Board of Education. If the State were to make good on the total amount of the warrants held by the County Board, there would be added to the estimated revenues for the year 1933-34 approximately $12,000.

There is another possible source of income. If the County Board of Revenue and the City were to turn over to the Board of Education the sum of $81,200.00, pledged by them during the year 1932-33, this money would be available, and could be used to extend the term during the current scholastic year. I am not in position, however, to propose that these funds will be available."x

The estimate of receipts made above indicates a possible five and a half months of school. This estimate needs to be corrected, however, in order to take account of expenditures which must be continued throughout the year. If schools were closed after four and a half months, and a skeleton organization were kept in order to conduct the necessary business of the Board there would be an expenditure for general control of approximately $12,000.00 in addition to the amount spent under this head during the four and a half months schools were kept open. In order to maintain buildings and equipment, even if nothing more were done than to protect school property, there would be a necessary expenditure of approximately $5,000.00. For the maintenance, repair, and rebuilding of school buses an item of approximately $5,000,00 would have to be included in the budget. For insurance and pensions there would be a necessary item of approximately $5,000.00. These several items amount to approximately $27,000. It appears, therefore, that it would not be possible to maintain schools for more than five months, and that with any allowance for contingencies it probably would not be wise to propose that a term of more than four and a half months could be financed.

But it may be possible that schools can be maintained at a reasonable level of efficiency at a smaller cost per month. I have examined the situation in this regard. It seems best in the very beginning to inquire the load which the schools are carrying. In Table IV there is presented the average high schools for the year 1928-29 to 1932-33, inclusive. Net enrollment for these years is also given for the same divisions.

xThe estimates of income given above would be increased, possibly by as much as $40,000.00 to $50,000.00, were the people to vote the additional one mill tax provided for by the constitution.

bursement of $7,500.00 of principal which will have to be paid were the matter financed by reducing the indebtedness by one-tenth over a period of ten years.

Education—1933

Common Schools, Condition of.

Alabama.

Black Belt Senators Defeat Plan To Shift School Funds

Advertiser 2-17-33

After a three-hour debate participated in by most of the members present the Senate Thursday again killed a measure by Senator Walker which would have had the effect of taking away certain school monies now being received by black belt counties and apportioning them mostly to the North Alabama counties. The vote was 17 to 16 against the measure which was in the form of a constitutional amendment and required 21 votes for its passage.

The roll call on the Walker amendment follows:

For—Bartlett, Cowart, Darden, Deloney, Edmundson, Faulk, Fletcher, Goodwin, Kelley, Lusk, Riddle, Scruggs, Shepherd, Teasley, Walker and Wikle—16.

Against—Beasley, Bonner, Brown, Caffey, Cooper, Craft, Duncan, Garrett, Hildreth, Hubbard, Lapsley, McDaniel, McDowell, Millsap, Mullins, Powell and Warren—17.

The Senate rules committee temporarily blocked a move by Senator Riddle of Talladega to secure funds from the Senate to conduct an inquiry into public utility valuations and rates in Alabama when it decided to have a public hearing beginning at 10 o'clock next Wednesday on the matter. Senator Riddle also wanted to extend the term of the investigating committee after the Legislature adjourned but it was pointed out to him that the Senate had no power to do this.

Several Senators on the rules committee pointed out that such an investigation conducted by a committee which has no power to do anything about its findings, would only serve to create trouble and unrest and might result in a financial debacle for those Alabamians who hold more than $60,000,000 of securities of public utilities operating in this State. It was hinted that politics was entering into the desire for the investigation and that perhaps its purpose was to build a platform for some politician to stand for office.

Resolutions dealing with sales tax and prohibition were introduced at the morning session but all were referred to the rules committee when various senators objected to their immediate consideration.

Senator Craft introduced a resolution requesting Gov. Miller to invite Gov. Sennet Connor, of Mississippi, to address the Alabama Legislature on "the benefits of a sales tax."

Senator Mullins of Tallapoosa, leader of wet forces in the Senate, introduced a resolution calling on the Governor to name three men and three women as a committee to study the prohibition question in Alabama and return their recommendations to the next session of the legislature. The committee, to be composed of "three wets and three drys" would name a seventh member to act as chairman and preside over the deliberations.

New bills introduced at the session included proposals by Senator Teasley, of Montgomery, to limit regular sessions of the Legislature to 70 calendar days, and special sessions to 42 calendar days, and to place the higher institutions of learning under the supervision of the State Superintendent of Education.

Senator Scruggs, of Marshall, introduced a bill redefining cities in the educational code at 5,000 population instead of 2,500—a move to eliminate city boards of education in cities of less than 5,000 population.

During the afternoon session, members of the Senate learned that Mrs. Edward H. Smith of Birmingham, president of the Alabama Congress of the Parent-Teacher Association had called a statewide meeting of educational leaders at Montgomery early next week "looking to a solution of our general educational problems and the immediate reopening of our schools."

Members of the education committee of the Senate and House will be invited to attend the meeting.

The Senate passed the Teasley bill reducing the legal rate of interest from 8 to 6 per cent but permitting a contract rate of 8 per cent.

After a brief session, the Senate adjourned until 10 a.m. today.

Lee County School System Collapses Because Of Absence Of State Funds

Advertiser 2-23-33

OPELIKA, ALA., Feb. 23.—(Special)—The Lee County school system—for many years the pride of East Alabama—has crumbled and collapsed. Where there were modern and efficient schools which were training and equipping boys and girls for successful careers and useful citizenship, vacant buildings now stand empty.

This depressing picture of the educational situation is presented by Superintendent M. C. Whitten, who has offered numerous suggestions and worked untiringly in behalf of adequate operation of the schools but without success because State funds have failed.

On Sept. 12, 1932, the eight Lee County schools for white children opened with 77 teachers and an enrollment of 1,912 boys and girls eager to learn and anxious to prepare themselves for the future.

These schools got off to a good start, but nine weeks later they came to a sudden stop. They were closed Nov. 11 and are still closed, with the exception of the Auburn school, which is operating on local money, the Pepperell school with a reduced faculty paid by subscriptions, and the Botsford one-teacher school, operating on a local district tax. The Auburn school is paying the teachers $40 a month each, this money being raised by the town of Auburn and tuitions.

Superintendent Whitten said 60 per cent of the Lee County school money was due to come this year from the State, but that only a fourth of this amount had been received. With only this small amount on hand and no assurance as to the future, the County Board of Education deemed it wise to close the schools, hoping that the Legislature would make provision for reopening and operating.

"Unless this is done," said Mr. Whitten, "we cannot hope to reopen our schools before next Fall, when we expect to open for another school year and run as long as we can with the money in sight."

The plight of the negro schools is even more distressing. There are 42 of these in the county with 58 teachers and an enrollment last year of 3,098, but only one negro school opened last Fall. It was the county training school which ran nine weeks and reduced its operations to one-half faculty at greatly reduced salaries paid by subscriptions and tuitions. Other negro schools are not running except a few communities where the subscription plan is being applied.

Mr. Whitten examined his books and found that, in addition to releasing 1,912 boys and girls with little or nothing to do and adding 77 trained and experienced teachers to the army of unemployed, the closing of Lee County schools vacated buildings and equipment valued at $274,168.71 and negro school buildings worth $42,762.50.

"Future use of these buildings, future employment for these teachers, and continued education for these children," said Mr. Whitten, "depend upon action of the Legislature now in session at Montgomery. Until the Legislature acts, the major part of the Lee County system of public education will remain paralyzed."

House To Weigh Foreclosure Bill

Advertiser 3-2-33

Committee Okehs Plan For Relief Of Home Owners; Economy Wins Favor

Montgomery Ala.

The Culver deficiency judgment bills were reported favorably by the House judiciary committee last night, 11 to 7, after a subcommittee named to study the measures had deadlocked two to two on them.

Under the provisions of the two measures, deficiency judgments will be obtained after a jury has set a "true market value" on foreclosed property and has applied the value set against the face value of the mortgages.

The bills will go on the House calendar for final passage Friday, after being placed on second reading tomorrow.

Representative Culver, of Etowah, introduced the two measures Jan. 31 and they have been before the judiciary committee since.

The committee roll call:

To report favorably—Barber, Allen, Carmichael, Fite, Jones, Morrow, Mulkey, Parker, Snodgrass, Taylor and Williams—11.

Against—Duke, Rish, Sanderson, Sparks, Stokes, Ware and Beebe—7.

The ballot came after O. G. Gresham, of Birmingham, representing five life insurance companies, and Herbert Jackson, of the Jackson Securities and Investment Company, of Birmingham, spoke in opposition to the measure.

Blow to Insurance Firms

"Passage of these bills will run the insurance companies out of the State," Mr. Gresham said. "It would mean immediate foreclosure of many mortgages because the mortgage holders would no longer have the moral support of the law behind them.

"Real estate loans, under these bills, would be made on a pawn-broker basis."

Mr. Jackson attacked the bills on the ground that they would bring a return to Alabama of the "type of lender who wants to seize the property instead of having his money repaid."

Representative Barber, of Jefferson, led the fight for the bills and contended that the passage of the measures would "stop mortgage holders from getting the property and their money too."

"I believe there are at least 1,000 deficiency judgment suits pending in Jefferson County alone," he said. "Mortgage holders sometimes bid in foreclosed property for a few dollars and then bring suit for the balance.

"I want the mortgage holders to get their money, but I do not want them to get the money and the property both."

Representative Sanderson, of Montgomery, joined in the fight against the measures, saying that they would "kill the goose that laid the golden egg and make it impossible for anybody to borrow any money on a mortgage in Alabama."

Reported Favorably

Representative W. C. Taylor, of Mobile, then made the motion for a favorable report, which the committee passed.

Advertiser 3-3-33

A cut in the personnel of the State Department of Education from 52 to 14 was approved by the House appropriations committee today in reporting favorably two bills by Representative Christopher, of Choctaw, embodying the sweeping reductions.

Montgomery Ala.

The Christopher bills would eliminate entirely the departments of physical and health education, negro education, exceptional education, school and community organization and research and information. The departments have 15 employes and a total monthly payroll of $3,151.69.

The measures also cut the number of employes in the business management department from five to one; in the teacher training department from eight to three; in school house building from six to one; in vocational education from eight to two and in secondary education from four to two.

The position of assistant superintendent, now held by Dr. John W. Abercrombie at $333.33 a month, is abolished from the department of executive and general administration.

Representative Christopher said his two bills would reduce the salary expense of the Department of Education in Montgomery from $125,000 a year to approximately $50,000 a year. The monthly payroll of the department in December, 1932, was $10,621.67, of which the State contributed $8,688.31, the Federal Government $375 and philanthropic funds $1,558.36.

Culver Bills Reported

The Culver constitutional amendments abolishing the offices of secretary of state and state auditor were reported without recommendation by the appropriations committee.

Representative Culver, of Etowah, in explaining his two measures, asked that they be placed on the calendar without recommendation. His amendments would make the Governor's secretary responsible for the work now handled by the secretary of State and would transfer the state auditor's work to the comptroller's office.

Both changes would be effective at the end of the present administration.

The Sparks bill to make the $85,000 appropriation to the Child Welfare Department a preferred claim against the State's general fund was also reported favorably. It provides that this appropriation shall not be subject to the Fletcher budget bill for the years 1933 and 1934.

Representative Chauncey Sparks, author of the bill, said that it was necessary to pay the full appropriation in order to allow the department to continue its work in administering loans to counties from the Reconstruction Finance Corporation.

The meeting of the House ways and means committee scheduled for yesterday morning failed to develop when a roll call showed the lack of a quorum.

Eutaw, Ala., Democrat
May 4, 1933

Thirty-five negroes have offered their services free to assist in rebuilding the Negro Training School in Northport under construction by the Tuscaloosa County Board of Education at a cost of $40,000.

5,000 Chilton County Boys And Girls Idle While Public Schools Are Closed

2-26-33

CLANTON, ALA., Feb. 27.—(Special)—Without schools to attend and with very little work to do, 5,000 white boys and girls of Chilton County who would be in school if schools were available are now idle as the public schools of the county closed in January when county funds became exhausted and Superintendent B. Lawrence is very pessimistic about their reopening until next Fall when county and local money for another year will be available.

But then—as this year—the school term will be cut in half unless the State appropriations for schools are paid because 50 per cent of Chilton County's school money comes from the State and only one-sixth of the State's part has been received this year.

The high schools of the county opened the first Monday in September and the other grades the first Monday in October. Before they opened the teachers were informed that their salaries would be substantially reduced, the highest paid teacher in the county to receive $1,980 for the year and the lowest to receive $47.50 per month during the school term.

"When our schools opened," said Mr. Lawrence, "we were hoping that State money would be received but we have been disappointed. Only one-sixth of the State's part has arrived and it appears now that it will be a long time before we receive the remaining five-sixths."

The county board of education—composed of C. C. Conway, S. J. M. Webb, W. L. Saunders, C. L. Wilkins, S. M. Yates—is despondent and discouraged, while parents and children are resentful and critical, Mr. Lawrence declared.

On a subscription basis only are any schools now running in Chilton County. The Clanton school has an enrollment of 140, against 300 as a public school. Teachers are working for what they can get and without guarantee.

Mr. Lawrence explained that while State funds are off 83 1-3 per cent county funds are off only 22 1-2 per cent from what they were last year.

"Our school situation," continued Mr. Lawrence, "is now the most distressing I have ever witnessed and I have been connected with schools continuously from the time I entered the first grade to the present. Our people are insisting that the Legislature do something to bring our schools reasonable relief."

There are in Chilton County 21 negro schools with 32 teachers and 1,000 enrolled and all these are closed as public schools.

EDUCATION STUDY MADE BY YOUNG

Advertiser

Steady Increase In Enrollment Over 32-Year Period Revealed

4-22-33

A steady increase in school census, school enrollment and school attendance as well as the rate of enrollment and attendance over a period of 32 years is shown in a study made by Dr. Dale S. Young, director of the research division of the State Department of Education, and released by Dr. A. H. Harman, State superintendent of education.

In the census of 1900 there were 350,667 white children of school age in Alabama. In 1932 there were 569,085. During the same period the census of school age negro children showed an increase from 282,879 to 328,388.

The number of white school children enrolled in the 1900-1901 session was 234,408 or 67 per cent of those of school age while in 1931-32 the enrollment was 432,699 which was 76 per cent. In the meantime the enrollment of negro children increased from 125,085 to 207,137, the percentage increasing from 44 to 63 per cent of the school census.

The average daily attendance of white school children in the 1900-01 session was only 103,429 or less than 30 per cent of the census, but the average daily attendance in the 1931-32 session was 344,608 or nearly 61 per cent of the census figures. The increase of the negro attendance was even greater going from 65,055 to 164,229 or from 23 to 50 per cent.

The percentage of those enrolled who attended daily has also increased for white and colored schools from 47 per cent in 1900-01 to 80 per cent in 1931-32.

The 1932 census showed 897,473 children (of both races) of school age (six to 20 years). The enrolled was 639,836, the average daily attendance was 508,837 in 1932.

The increase in the school census of 1932 over that of 1900 was 42 per cent.

While the number of children of school age increased 42 per cent, the enrollment increased 73 per cent and the average daily attendance increased 202 per cent during the 32-year period subsequent to 1900.

BOSTON, MASS.
TRANSCRIPT
JUL 12 1933

A Little School That Is Making Over Alabama

Street Manual Training, the Only One Below College Grade That Operated Full Time Last Year, Begins to Feel the Pinch

By Alice Very

THE State of Alabama has just served notice on its citizens that if they want education next year they must support the schools themselves. Last year the State managed to keep 25 per cent of them open three months; the other 75 per cent remained closed. These of course were white schools. Negroes, provided only meager facilities in good times, must shift for themselves in bad.

Yet there is one school in Alabama, alone among those below college grade, that operated full time last year. It is a Negro school—the Street Manual Training School at Minter, in Dallas County. Its principal, Reverend, or, as he prefers to be known, Mr. Emmanuel M. Brown, has been visiting Boston again, pleading for the life of his school, confidently expecting the same warm interest he has received in past years. The scholarliness of his Harvard training, combined with the graciousness of the South, and his deep sincerity has long since won the confidence of eminent men and women in this city.

Many of these friends have visited the school and bring back first-hand reports of conditions there. It is in the deep South, in the "Black Belt," where you may meet five Negroes for every white in the old plantation days. Great farms in the hands of white landowners are let out in small parcels, enough for one man and a mule to cultivate. There are fields of cotton, corn, sweet potatoes, peanuts; pastures with cattle grazing; and rickety little shanties, hardly fit to house the chickens, much less the pickaninnies that flock about them. Thousands of colored people toil to scrape a bare living and meet the land rent due every harvest time. If they fall behind, as they are liable to do in these times, they tend to sink further into debt and into virtual peonage. Most of them are without schooling, property, and hence without votes. Helpless in their ignorance, yet eager to learn to improve themselves, they are a field ready for the propagandist of crime and violence, or for the leader in education and social progress.

Dallas County is Different

Now step over the boundary into Dallas County. A distinct change is apparent. It is a country of prosperous farms and well-kept homes. The children look healthy and well-fed and are neatly dressed. Ask any resident, white or black, and he will tell you about the Street Manual Training School and its great work for the community. Not only material prosperity, but a higher moral level, he will assure you, distinguishes this section from others.

Light has come to the "Black Belt." First kindled at Tuskegee by Booker T. Washington, it spread from one school to another, until at Snow Hill thirty years ago a young man caught the spark and resolved to found a school for his own people in Minter.

He gathered fifteen colored children around him in a little one-room building, and with a capital of fifty cents and unlimited faith in Divine Providence, Emmanuel M. Brown founded the Street School. Following his modest plan to fit his students for their environment, each pupil was required, in addition to the usual studies, to spend at least an hour in manual work each day, and instruction was given in agriculture and other occupations suited to the locality. Most of the boys followed some line of farming and they learned modern agricultural methods—how to enrich the impoverished soil, to diversify crops, and to improve stock. Blacksmiths were and are still in demand in a country where the automobile is an occasional white man's luxury and cheap labor makes tractors unknown. Carpentry and bricklaying soon proved useful, for when new buildings became necessary to house the growing school, the students helped build them. Girls in the domestic science courses learned to cook and sew and clean and manage a household economically.

At the same time another important object is kept in mind—to foster enjoyment of country life as the best preventive of the rush to cities which has brought disaster to many of the race, as well as problems to the cities. Thus while the science courses are directly related to such practical subjects as plant propagation or the repairing of gasoline engines, they also aim "to increase the pupil's appreciation of the factors of his environment."

So these boys and girls who come to the school often from the poorest homes go back armed with ability not only to make a living for themselves but also to create a finer standard of living. Just by way of example of the change wrought by the school, looking at a white-aproned class of girls I exclaimed, "What an attractive group!" Mr. Brown said with a smile, "Yes, and you wouldn't have given a nickel for any one of them when they first came to the school!"

The school now boasts a plant with six main buildings besides barns and smaller agricultural buildings. The grounds have about thirty acres. There are at present over three hundred pupils, ranging in age from five to eighteen years. Most of them come from the immediate neighborhood and for them the charges—a dollar a month—seem extremely low. Students in the kindergarten, the first, second and third grades are taught free of charge. Those who board at the school are fed and lodged at what seems must be less than cost.

The county has helped a little, $420 was contributed last year, but the continuance of this aid is problematical at present. People in the neighborhood have done what they could and philanthropists in the North have sent donations. However, the weight of the enterprise has rested on the principal himself and his assistants. During the past year Mr. Brown and the assistant principal have managed without any salaries. Two thousand dollars is needed to pay off a bank mortgage. If this can be raised the school will get along somehow next year.

Meanwhile Mr. Brown is waiting, praying, hopeful that the Power which has brought him so far will enable him to continue his chosen work of "lifting as we climb."

Eutaw, Ala., Democrat
September 7, 1933

Baldwin County Board of Education has designated Tuesday, September 19th, as the official day for opening all the white schools of the county and Monday, September 18th, for the opening day for negro schools.

Alabama

Education—1933

Common Schools, Condition of.

Dr. Strayer's Report On Montgomery's Schools

The Advertiser presents the first of a series of installments of the recent report by Dr. George D. Strayer, nationally known expert on school administration, of Columbia University, on the financing of Montgomery's schools.

To the members of the Board of Education of Montgomery County, Alabama:

Pursuant to the request of your honorable body, I have, with the co-operation of the Superintendent of Schools and the Assistant Superintendent of Schools, inquired concerning the financial status of the school system of Montgomery County. Complete data were available in the Board's offices. The staff at headquarters has furnished me with every fact that seemed to me pertinent to the inquiry which you asked me to undertake. At the very beginning of this report, I am glad to state that it is my judgment that the records of the Board are complete, and that they are well kept. The record of revenues and expenditures for the past three years, and the estimates for the year 1933-34 which were placed in my hands, I have checked both with records in the Board's offices and, in the case where the State is involved, with the State office of education.

In order to discover what action the Board of Education has taken to reduce expenses, I had prepared a table comparing current expenses for the years 1928-29 through 1932-33, together with an estimate of current expenses for 1933-34.

TABLE I

Comparison of current expenses for years 1928-29 through 1932-33 and estimate of current expenses for 1933-34

	1928-29	1929-30	1930-31	1931-32	1932-33	Estimate of Expenditures 1933-34
Gen. Con.	$31,406.85	$24,931.64	$25,980.92	$19,622.00	$18,903.00	$18,940.00
Instruc.	470,971.84	515,707.90	499,336.13	423,895.58	423,841.26	413,683.12
Operation	33,426.61	40,603.56	40,360.37	38,717.08	38,176.31	38,000.00
Maintenance	12,321.92	9,992.72	14,566.38	5,191.92	9,399.83	10,268.00
Aux. Agenc.	36,435.35	38,020.42	37,420.14	36,152.24	38,136.24	39,354.00
Fixed Charg.	11,693.98	11,035.67	9.353.51	11,868.24	6,747.06	6,754.88
Total Curr. Exp.	$596,256.55	$640,291.91	$627,017.45	$535,447.05	$535,203.70	$527,000.00
Instruction Evening School	$3,867.00	$3,821.24	$4.578.92	$3,434.20	$903.11	

From this table it appears that you have reduced expenditures, which amounted to $640,291.00 in 1929-30 to a total of $535,203.00 in 1933. The estimates of current expenditures for the year 1933-34 show still further reductions to a total of $527,000.00. The current expenditures for 1929-30 were low in comparison with the per capita of pupils in average daily attendance cost for the maintenance of schools in comparable cities throughout the United States. The budget proposed for the year 1933-34 was reduced 17.7 per cent as compared with the expenditures for 1929-30. This is in my judgment a drastic reduction, particularly in the light of the relatively low cost which prevailed in 1929-30. It must be remembered as well that there were 1,200 more children in average daily attendance in 1932-33 than in 1929-30. This means that on a per capita basis the proposed current expenditures for 1933-34 show a decrease per capita of 22.5 per cent.

The estimate, with respect to the revenue receipts which may reasonably be expected during the current year, must be based upon receipts during the past two years. Table II presents the situation for the years 1931-32 and 1932-33.

"The people of the United States, of the State of Alabama, and of Montgomery County face a great crisis," he said. "We cannot afford to sacrifice this generation of boys and girls because of the current economic distress. It is all a matter of our scale of values. We still have the possibility of denying ourselves luxuries or even some of the comforts to which we are accustomed in order to provide education for our children. Now is the only time that they can have their chance.

"The possibilities of taxation in support of public education have not been exhausted. Revenue collected, or credit made available by the National and State governments, should be used for the maintenance of the school program.

"There seems to me to be no prospect of a successful handling of the situation until the matter is brought home to the people through the closing of the schools.

"It is therefore my recommendation that in Montgomery County the schools be maintained for a period of four and a half months and then closed.

"It is estimated that revenue will accrue during the year that will enable the board of education to meet its obligations for a term of this length."

Urges More Revenue

Dr. Strayer urged the board to appeal to the people to provide legislation for a revision of the revenue system in such a manner as to increase support for the schools.

The report of Dr. Strayer commended the board in its allocation of funds for various items of the budget for current expenses, such as general control or administration costs, instruction costs, operation of school plants, maintenance, transportation and fixed charges.

"In my judgment," he said, "the Board of Education has been wise in its allocation of funds available among the several items of the budget for current expenses."

In the matter of teacher salaries, however, the teachers of Montgomery found a friend in Dr. Strayer. Dr. Strayer showed that the average annual salary paid white elementary teachers in 1932-33 was $957.99; the average annual salary paid white high school teachers the same year was $1,183.25. For negro schools the average annual salary last year was $304.14 in the elementary schools and $503.34 in the high schools.

Advises Contractions

Dr. Strayer pointed out that there was some possibility of reducing the number of teachers by reorganization of classes in several schools.

The Capitol Heights Elementary School, he said, had 14 classes enrolling less than 40 pupils each. It would be possible, he said, to reorganize this school in such manner as to provide no heavier load than that now carried by several of the teachers in this school with two teachers fewer employed.

"In like manner," he said, "the staff in Chisholm might be decreased by one or two teachers and in Cottage Hill by one or two teachers. In like manner, a reorganization to provide that each teacher teach three grades would make it possible to get along with one teacher less in Fairmont, Floyd and Lapine schools.

"In other words, as vacancies occur by death, resignation or retirement, it would seem possible to reduce the staff in the white elementary schools by as many as nine teachers.

"No such possibility of retrenchment is indicated by the teaching load carried in colored schools."

Dr. Strayer also recommended that the staff of the senior high school be decreased by three teachers.

The decrease in the number of elementary and senior high teachers, he said, "would decrease the budget for teacher's salaries by from $12,000 to $15,000."

"But this amount of money," he said, "as important as it may be to save it, would not provide funds to maintain the schools for more than a week. It may well be, too, that vacancies may not occur that would make possible this readjustment immediately."

Against Salary Cuts

Regarding the salaries paid Montgomery's teachers, Dr. Strayer declared they should not be further reduced, and that they are sufficient "only if one thinks of a minimum standard of living."

"They do not represent an adequate payment for men and women with the professional training represented by the staff of the school system," he said. "To reduce them further would, in my judgment, be injurious to the children in the schools in that it would deny security and a reasonable standard of living to the teachers from whom the boys and girls must get whatever guidance and inspiration the schools are to furnish them during the formative period of their childhood and youth.

"The community cannot afford to have teachers who are in distress on account of their inability to meet their financial obligations nor can it afford to deny a reasonable standard of living to those whom it entrusts with its children.

"But the argument is sometimes advanced that teachers should be paid whatever money there is available—in the case of Montgomery County, a half of their annual salary—and that they be expected to teach for the whole year for that reduced allowance.

Against Such Procedure

"There is in my judgment no justification for any such procedure. It is true that the saalries which the teachers now receive will be in most cases their annual income. But if their incomes are to be cut in half it will be absolutely necessary for them to find other means of supporting themselves. If the schools can be kept open on the basis of present salaries for only four and a half months, the teachers should have the opportunity during the remainder of the year to add to their incomes in whatever manner they find possible.

"In the National Recovery program which is now under way, and in which we place such great hope, the proposal is definitely to increase wages while reducing the number of hours of work. It is ridiculous to propose that one class of public servants, teachers, can be expected to maintain themselves during the period of rising prices on half of the very meager salaries that they have been receiving."

Further in his report, however, Dr. Strayer gives credit to the board for having, in the past, paid a high percentage of its income for current operation, for instruction.

Last year, he said, "79.19 per cent of the total current expenses was used to pay the cost of instruction in day schools. This is relatively high. In other words in the administration of the funds made available, the board used a relatively high per cent of the total to pay the cost of instruction, the purpose for which the schools were organized."

Analyzes Finances

Dr. Strayer discusses in clear and comprehensive detail the financial status of the Montgomery school system, and an interesting feature of the report reveals that if there were no debts to be paid, that the receipts anticipated for next year would come within around $19,000 of meeting all current expenses for a full nine-month term.

The board, according to the report, expects to receive $516,229.96, but $184,070.56 must be paid during the year as interest and principal due on old warrants and teachers' warrants, leaving a balance available for salaries and current operating expenses of $332,159.40.

School System Here To Open For Half Term

Board Decrees Four And One-Half Month Year; Teachers' Pay Not Cut Starting Sept. 18

Contracts Sent To All Old Instructors Except 12 Who Have Resigned

The full text of Dr. George D. Strayer's report on the Montgomery school system will be published in The Advertiser in seven installments, beginning Sunday.

Montgomery's schools will open Sept. 18 for a term of four and one-half months, the Board of Education announced yesterday following a meeting at which it received and adopted the report of Dr. George D. Strayer, nationally known expert on school administration, of Columbia University.

The schools will be operated upon the same basis as last year and contracts, it was announced by Superintendent W. R. Harrison, will be mailed to the teachers in a few days.

The contracts notify the teachers individually that they have been selected to teach in Montgomery schools for the next term. All contracts, Mr. Harrison said, will be for a term of four and one-half months and at the same salaries teachers received last year.

None of the teachers have been dropped and all will be reemployed, Mr. Harrison said, except about 12 who have resigned.

No New Teachers Needed

President L. C. Cardinal said that under the circumstances, it was doubtful that any vacancies had been created by the resignation of a few and that it probably would not be necessary to employ any new teachers.

At the conclusion of the four and one-half months the board expects to close the schools.

This is also in accord with Dr. Strayer's recommendation.

This amount, Dr. Strayer said, is sufficient to operate the schools for a period of 5 1-2 months.

Under the heading of "warrants falling due" Dr. Strayer notes that the Chemical Bank and Trust Company of New York City holds Montgomery County certificates of indebtedness amounting to $75,000, bearing six per cent interest.

"It is my understanding," he said, "that the Board of Education hopes to refinance this indebtedness over a term of 10 years. The estimate of interest included in this table covers the interest due on this obligation. This estimate, however, does not cover disbursement of $7,500 of principal which will have to be paid were the matter financed by reducing the indebtedness by one-tenth over a period of ten years."

Citing that only $332,000 would be available for current operation of the schools, Dr. Strayer said:

Cites a Misconception

"The maintenance of the schools with the present staff and at the level of salaries now prevailing, requires approximately $60,000 a month that schools are in session. There seems to be a misconception, Dr. Strayer said, to the effect that if the State is able to finance its indebtedness of about $17,000,000 that further monies will be made available for schools.

"It is important to clear up this situation," he said. "The Montgomery County Board of Education does hold State warrants amounting to approximately $109,000. Against these State warrants the County Board of Education has issued conditional warrants amounting to approximately $97,000. The warrants are now outstanding and their redemption is guaranteed upon receipt from the State of the amount of the State warrants now held by the County Board of Education. If the State were to make good on the total amount of warrants held by the county board, there would be added to the estimated revenue approximately $12,000."

Dr. Strayer's study also disclosed that the approximate $40,000 guaranteed the board by the City Commission and the County Board of Revenue last year in order to keep the schools open, has not been paid.

"There is another possible source of income," Dr. Strayer said. "If the County Board of Revenue and the City were to turn over to the Board of Education the sum of $81,200 pledged by them during the year 1932-33, this money would be available and could be used to extend the term during the current scholastic year. I am not in a position, however, to propose that these funds will be available."

Dr. Strayer urged the board to cooperate with other boards of education in urging that an extra session of the Legislature be held. He said he was not suggesting a sales tax as the only method or any particular method for raising needed additional revenue, but pointed out that Mississippi with a sales tax had done well and that a sales tax virtually saved the school system of New York from bankruptcy.

The board adopted a resolution of appreciation and thanks to Dr. Strayer for his work.

Teachers Enlist Legion In Fight For A Fair Deal

Ask Alabama Department To Throw Its Influence Against Term Stretching

Organizing Units

A. E. A. To Divide State Into Six Districts For Pressing Its Campaign

The Alabama Education Association, it appeared yesterday, was prepared to follow through on its policy of measuring school terms by adequate and decent living salaries for teachers through announcement by Frank L. Grove, secretary, that the help of the American Legion had been requested in the interest of the school children and the teachers.

Mr. Grove announced that a letter had been written to W. A. Abramson, State commander of the American Legion, advising him of the action of the recent conference of school board members and superintendents declaring for living wages and opposing the "stretch out" system.

As commander of the Legion, Mr Abramson was asked to advise all Legion posts of the action of the conference and to see that the recommendations are carried out.

Mr. Grove said he felt confident the Legion would join with the Parent-Teacher Associations to whom Mrs. James Pitts Hill, president of the Alabama Congress of Parents and Teachers, recently appealed to urge that the recommendations be carried out.

The American Legion, Mr. Grove said, has made education and the school situation a "major and active" part of its program for the year and has likewise by resolution decried the practice of exploiting the teachers and stretching the terms on the theory that children could be taught or educated in such a manner.

Mr. Grove pointed out that immediate action was necessary as many of the school boards were now making plans for next term and in some instances contracts have already been made with the teachers.

30 Units Organized

Meanwhile the Association has moved to strengthen its position by organization of the teachers in county and city units. Approximately 30 local units have been formed, he said, and the organization of other units is expected to be formed in a few days.

The Association, at a recent meeting of its executive committee, also adopted the policy of holding district meetings.

The State, under the new set-up, will be divided into six districts and the district meetings will be held at key cities during October and November under the present plans.

The places for the holding of these meetings probably will be Dothan, Montgomery, Mobile, Tuscaloosa, Anniston and Decatur.

The purpose is to assemble teachers in the various districts to study professional problems, Mr. Grove said. Among the things to be stressed, he said, is the organization of local units, active participation by teachers in civic affairs and enforcement of the code of ethics adopted by the Alabama Education Association. It is considered a step which will bring the annual convention and the Association closer to the teachers.

The strengthening of the organization is in harmony with action of the Alabama Education Association last March when leaders of the Association served notice that the organization would henceforth take a militant interest in political affairs in the interest of the school system of the State.

The convention at that time also condemned the employment of teachers "on credit" or for meager pay in order to continue schools for the full term.

State Holds Whip Hand

If by any chance some of the counties insist on continuing their school terms with teachers receiving salaries of less than a living wage, the Board of Education still holds the whip hand to correct the situation in most of the counties.

The State Board of Education is empowered to prescribe conditions under which approximately 35 counties participate in the equalization fund of $900,000. The fund actually doesn't amount to much more than half of the amount, but the State Board of Education has the power to fix minimum salaries for teachers in equalization counties and notify a county board that if these salaries are not paid the county will lose the privilege of participating in all or part of the equalization fund.

Association leaders are hopeful, however, that it will not be necessary for the State Board to take such action although it is probable that minimum salaries will be prescribed by the Board regardless of whether such action is necessary in the present situation. It is generally recognized that it is manifestly unfair to one county, willing to pay its teachers adequately, to have to operate on a shortened term, while an adjoining county, by "starving" the teachers, operates for a full term.

5 LEISURE SCHOOLS OPENING TOMORROW

Pine Level Will Have First Rural Classes; Four Courses In City

PINE LEVEL, ALA., Aug. 26.—(Special).—To Pine Level has fallen the choice for the first rural "leisure time" school for relief workers in Montgomery County. These workers will have an opportunity to enroll in classes in home gardening and poultry or home making at Pine Level public school Monday at 3 p.m. Local men and women with special preparation will be selected for the teaching staff, under the direction of Prof. J. E. Morriss, county vocational agriculture teacher, who is cooperating with the leisure time program.

On the same day, city relief workers will be given the opportunity to enroll in Baldwin Junior High School at 4 p.m., where classes will be conducted in shop mathematics, blueprint reading and home making; at West End School at 4 p.m., where classes will be held in business English, home making and shop mathematics; and at Chisholm School, at 4 p.m., where courses will be offered in home gardening and home making.

Colored relief workers may attend a school at Booker T. Washington School at 4 p.m., where classes will be formed in home making, home nursing, home repair work, and reading and writing.

All relief workers and members of their families over 16 years of age will be eligible to attend the schools.

These schools will be in operation for five weeks, with classes on Mondays, Tuesdays and Wednesdays. Since they are in the nature of test schools, the organization of similar schools over the entire State is largely dependent on their success. Three other counties, Autauga, Chilton, and Elmore, will open similar schools on Monday also.

Since the new work program has given relief workers additional hours of leisure time, the schools have been planned to offer the workers an opportunity to equip themselves better for the future. The schools are sponsored jointly by the Montgomery County Relief Committee, the State Department of Education, and the Alabama Relief Administration

Education - 1933

Common Schools, Condition of.

Florida

MIAMI, FLA.
HERALD

MAR 26 1933

THE GOVERNOR SPEAKS OUT

GOVERNOR SHOLTZ is thoroughly aroused on the school situation of this state and in a declaration made on Thursday last, he states that he proposes to discuss the matter bluntly and with all his force. He is especially aroused over the threat that many of the schools of the state will have to be closed short of their regular terms because of the lack of money to maintain them.

He pointed out that since the tenth day of January the state has distributed to the various counties more than three and a half million dollars, and he wants to know what has been done with it. He alluded to an attempt made two years ago by certain agencies to obtain from the legislature the enormous sum of $15,000,000, which demand was compromised at $7,500,000 and he wants to know what has become of that money. He proposes to find out. "The state," he declared, "is now furnishing the counties with seven times as much money as at the peak of the boom days, while the counties and the school districts are providing less than they did at that time."

The governor holds certain lobbying groups responsible for the increased demands upon the state and he warns the coming legislature that he will demand legislation, unhampered by lobbyists and by selfish interests, that will reduce the amount of money demanded while at the same time nothing of the real interests of the schools and the children of the state will be adversely affected.

He does not want to injure the schools, he does not want the standards of the schools lowered, but he does want to give the children of the state a fundamental, sound education, eliminating all frills, furbelows and fancies and that the necessary number of teachers to teach these elementary things and who actually work, receive their pay promptly. And then he wants school boards to practice the strictest economy and accountability.

The governor has placed his finger on the sore spots in our public school system. One, the constant attendance at the legislatures of organizations of this, that and the other kind of school interests, book publishing agencies and other importunate lobbyists who demand ever increasing sums of money for the extension of school programs, of very little practical use in fitting the youngsters for their places in the world. The other is the constant addition to the curricula of "frills, furbelows and fancies" against which there are loud and insistent complaints from hard pressed taxpayers. The purpose of the public school is to give the pupil a sound elemental education which, in high schools may be reasonably extended. But enthusiastic educators have, from time to time added such items as kindergartens, the teaching of music and art, manual training and domestic economy and a hundred and one other things, which have no real relations to the teaching of the elementals, and which were not contemplated in the establishment of public schools.

One illustration of what the governor calls frills, furbelows and fancies may be found right here in our own county. The manual arts work, says a summary of the work done in our public schools, is taught by 10 white teachers and one colored. There are nearly 2,000 shop students at a per pupil cost of $8.08 per year. Commercial education is taught by 16 teachers, with 2,761 pupils at an annual cost per pupil of $7.14. In other words, more than $30,000 of the people's money is expended in extra curricula work, not saying anything about the necessary equipment which is furnished the students. One wonders why the average taxpayer is called upon to stand this burden, a burden that, in all conscience, should be borne by the parents of the favored children.

The governor has raised a very important question and he will have a great war on his hands in withstanding the onslaughts of those who will not listen to any reformation being made either in the expenses or the conduct of the public school system of the state. But the people will be back of him in his efforts in remedying conditions that are becoming intolerable.

We have done nothing to present conditions. Let us begin to do our duty. Let us tell the governor county board and legislature to cut costs of the university at Gainesville, the women's college at Tallahassee, the colored college at Tallahassee, the lind and deaf college at St. Augustine, the insane asylum, prison farm, Raiford and others soon.

Let us tell Superintendent Mann, like our other county officials, to accept $2400 per year salary, our three school board members to accept $400 per year, to cut out the school board lawyer, to cut clerk help, to lessen number of high school teachers, to cut salaries of these teachers, to cut but little from low salaried teachers.

Let us tell these officials, both state and county to do the work now. If the above named work is not done soon, we voters and taxpayers will not forget you when you run for office again.

L. S. LIGHT.

OCALA, FLA
EVENING STAR

MAR 15 1933

COST OF SCHOOLS

Reddick, March 14.

Editor Star: The folowing figures are complied from the state school superintendent and comptroller's last report:

Total cost of public schools last session was	$22,000,000.00
Total cost of state colleges	2,400,000.00
Total	$24,400,000.00

It cost the state fifteen million dollars more to run all the county school than it did 12 years ago.

It cost per pupil per day common schools	$ .22
University, Gainesville	2.30
Women, Tallahassee	.95
Negro, Tallahassee	1.57
Blind and deaf	1.21
Total	$6.25

It cost Florida per year per student common school	$49.74
Georgia	31.89
Alabama	35.67
South Carolina	36.76

It cost ten times as much per pupil in university at Gainesville than common schools, four times as much as woman's college, six times as much as blind and deaf college, and eight times as much as colored college.

The remedy, taxpayers and voters, we are to blame. We are the bosses. We elect our officials

Schools Open Sept. 4th; Teachers and Salaries Allowed

White and colored schools in Citrus county will open Monday, September 4th. None of the teachers hired are from outside the state, and with very few exceptions are from this county. Names of schools, the teachers and their home address, are given below. Salaries allowed are shown on pages three and four of this week's issue.

Lecanto, Mrs. J. W. Anthony of Lecanto. Assistant, Alberta Allen of Lecanto.

Hernando, T. J. Knight, Green Cove Springs. Assistant, Mrs. Myrtle Bishop of Brooksville.

Inverness Grammar, D. H. Sloan, Jr., of Lakeland. Assistant, Mrs. Louis Thompson, Elizabeth Warnock, Mrs. Audrey Johnson, Karna Thompson, Margaret Savary, Louise Singleton, all of Inverness.

Inverness Citrus High, C. M. Williams, Trenton, J. A. Thompson, Trenton, Harriet Holt, Daytona, Mary Connell, Inverness.

Pleasant Grove, Mrs. Ruby Montague, R. F. D., Brooksville.

Crystal River High, J. A. Stimson, of Crystal River. Assistant, Ralph Hood, Mrs. Dorris Turner, all Crystal River, Mrs. Idella Wells, Inverness. Crystal River Grammar, Martha Bartlett. Assistant, Virginia Hewlett, Mrs. Annie Abbott, Phrynette Stroupe, all of Crystal River.

Red Level, Mrs. Cattie Priest, of Red Level.

Citrus, Mrs. Hazel Hixon, of Citrus.

Citronelle, Ethel Puckette, of Floral City.

South Dunnellon, Mrs. Ella R. Whitecar, of Inverness.

Oak Grove, Mrs. Margaret Cason, of Brooksville, R. F. D.

Chassahowitzka, Vivian Perryman, of Lecanto.

Ozello, Mrs. Maude Allen of Crystal River.

Homosassa, J. A. Osteen, of Homosassa. Assistant, Mrs. Ruby Lee, of Crystal River, Mrs. Rosa Campbell, of Homosassa.

Homosassa Springs, Mrs. Mae R. Bear, of Floral City.

Floral City, E. U. Jones, of High Springs. Assistant, Mrs. Elva Knight of Floral City.

Holder, Mrs. Essie Smoak, of Floral City.

Cove Bend, Mrs. Nina Ogden, of Floral City.

New Hope, Fannie Puckette of Floral City.

Colored Teachers

Inverness, Ida Frazier, Assistant, Ruby Austin, both of Ocala.

Floral City, Lizzie Pate, of Dunnellon.

Russell Hill, Delorous Robinson, of Leesburg.

Holder, Susie Alexander, of Crystal River.

Education - Negro

General

Common Schools, Condition of

CALIVER MAKES REPORT ON RACE SCHOOL STATUS

Deficiencies and Meager Facilities In Negro School System Would Make Drastic Cuts Fatal, Senior Specialist Says.

WASHINGTON, July 20—Because of the deficiencies which existed in the education of the Negro before the depression, the meager facilities existing in his schools, the lack of support now received, and the narrow margin upon which they must operate, drastic cuts cannot be made without doing irreparable damage. This was set forth last week in a statement prepared by Dr. Ambrose Calvier, Senior Specialist in the Education of Negroes, Federal Office of Education for the Joint Commission on the Emergency in Education which met in Chicago last week. The following is the full text of the statement presented to the Commission of which Doctor Caliver is a member:

The Joint Commission on the Emergency in Education is respectfully requested to give special consideration to the educational conditions among Negroes resulting from the present economic depression. This special solicitude is made necessary by the fact that the Negro is perhaps the most underprivileged minority group in the nation; being disadvantaged with respect to social and economic development as well as with reference to educational porgress.

Great advancement has been made in Negro education, especially since the World War. In some places and at certain levels the rate of progress has been astonishing. However, despite the tremendous gains which have been made in recent years, the education of the colored race still lags far behind that for the country as a whole, and for the whites in those States having separate schools for the two races. And there is grave danger that the chasm will become even wider than it is at present.

Because of the deficiencies which existed in the education of the Negro before the depression, the meager facilities existing in his schools, the lack of support now received, and the narrow margin upon which they operate, drastic cuts cannot be made without doing irreparable damage. In many localities where reductions are made it means that the schools for white children still have sufficient facilities left to provide a fairly good minimum program of education, but proportional cuts in schools for Negroes would frequently mean the abolishment of all facilities in some essential fields of activity. This is particularly true in such fields as vocational education, health and physical education, music and art.

The following facts will illustrate the present plight of Negro education. They are discussed in light of five means being employed, according to a recent investigation, to effect major economies in school expenditures for Negroes:

1. Shortening the School Term. Already the average term in schools for Negroes is only four-fifths as long as that for whites. Negro children with all their social and economic handicaps, are expected to accomplish the same tasks in 80 per cent of the time required for white children. As Booker Washington once said, this is paying a high compliment to the native intelligence of the Negro. The shortness of the school term is partially reflected in the excessive retardation of Negro children. A recent study of Negro children in rural communities showed that two-thirds were retarded.

2. Increase in Class Size. In 1929-30 the class-size in Negro schools was on the average 50 per cent greater than that for the white schools in the same states.

3. Abandoning of Schools. Because of the scarcity of schools and the lack of transportation facilities Negro elementary pupils are already greatly handicapped. Of 44,000 Negro children studied in 1930, 17 per cent lived 3 miles or more from their schools. A similar study of white children showed only 4 percent living 3 miles or more from their schools. Thirty-nine percent of the Negro elementary-school children lived 2 miles or more from the schools they attended. Only 1 percent of the 44,000 pupils studied were transported at public expense. According to the 1929-30 report of a State superintendent, for that year the sum of $1,053,649 was spent for the tranportation of white pupils, while for the transportation of colored pupils $200 was spent.

In 1930 according to the State reports there were 230 counties in 15 Southern States having a Negro population constituting one-eighth or more of the total population, which had no high-school facilities at all for Negroes. There were 159,000 Negro children of high school age in these counties. An additional 195 counties with the same proportion of Negroes had no four-year high schools for colored children. There were 197,000 Negro children of high school age in these counties.

When abandonment of schools for Negroes is contemplated it should be remembered that already more than one million (or one-third) of the Negro boys and girls of school age are out of school.

4. Reduction of Teaching Force. In order to make the pulpit-teacher ratio of Negroes equal to that of the whites in the same States, on the basis of 1930-31 figures, 17,000 additional Negro elementary teachers would be required, and in order to equalize the ratios of Negro high-school teachers to Negro children of high-school age, 13,000 more Negro high school teachers would be required than were then employed.

5. Reduction in Salaries. The average annual salary of rural white teachers in 1930 was $945, for colored teachers it was $388. In some rural communities colored teachers received as little as $200 per year. Nearly as great divergencies exist between the salaries of colored and white teachers at the high school level and in urban centers. It is clear that persons who are already living on so narrow a subsistence margin cannot receive as deep salary cuts as others with a wider margin without serious impairment of health and efficiency.

Finally, a changed attitude in comparison to that exhibited toward the Negro during the period of slavery is becoming increasingly apparent—more and more he is being held to the same standards exacted of the white children. This means that the gap which exists between the Negro youth and the trained Negro adult, who is expected to participate effectively in the work-a-day world, is greater than that existing between the white youth and the trained white adult for the reason that the educational facilities provided to bridge this gap, as pointed out earlier, are more meager for the Negro and have lagged farther behind the requirements of modern life.

It is obvious, therefore, that a further diminution of educational facilities of this group would handicap them far in excess of the handicaps placed upon other children and would hazard the possibilities of their participation in our future society with a degree of efficiency commensurate with the demands. Therefore, through the Joint Commission on the Emergency in Education, the attention of the country is called to the fact that serious consideration should be given to the past and present inadequacies in the educational facilities for Negroes before further retrenchments are made.

DR. CALIVER AND THE PUBLIC SCHOOLS

St Louis Argus

Dr. Ambrose Caliver, Senior Specialist, Commissioner of Education United States Government, in a recent report gives some interesting facts concerning the public school system in this country. This report shows how the several states manipulate the educational system in such a way as to deprive the Negro of an education. And while using every excuse and subterfuge to hold the Negro back, educationally, at the same time white people of the South put a great deal of stress on the fact that the Negro is ignorant, illiterate, and backward. St Louis Mo.

Statement after statement throughout the report carries startling indictment against school officials for the way they treat the Negro in the distribution of these funds. In one instance, we notice that a certain state spent one million, fifty-three thousand, six hundred and forty-nine

($1,053,649) dollars for transportation of white children who lived more than three miles from school while the report showed that only two hundred ($200) dollars was spent for colored children who lived more than three miles from school, notwithstanding the fact that seventeen per cent of the latter children live more than three miles. 7-21-33

We think that this is a really serious indictment against the spirit of fairness of the white man. Most assuredly, it is a condition which should not be tolerated. It is not right, nor just based upon any line of reasoning. But we do not see just when a change in these conditions is to be brought about. If a change is to be made, the Negro teacher, himself, can do much to effect that change. If the Negro teachers would raise a fund through a national organization, they would be in a position to fight their battles and the battles of their pupils through the courts and other agencies in such an effective way that a whole change in the educational system as it affects the Negro could be effected.

Of course, there are now, always have been, and always will be those "doubting Thomases" amongst us who say, "It can't be done." But we say that it can be done, it ought to be done, and it must be done.

The way that this system of education in the public schools of this country is manipulated the Negroes are not only cheated out of an education to which they are entitled but our teachers are robbed of millions of dollars in the way of salaries which justly belong to them. A change in this condition can be effected by each Negro teacher in this country donating just two ($2.00) dollars to a fund for this purpose.

Of course, it is understood that the right kind of person will be selected to administer this fund, and that the fund will be administered for the purpose for which it was raised.

(Brooklyn Service)
N. Y. TIMES
NOV 10 1933

OPEN SCHOOLS AND CLOSED.

This week has been designated and widely observed as Education Week and Open School Week. A special effort is made to arouse the interest of parents, particularly those whose children would profit most by closer co-operation between the home and the school. Experience in earlier years has shown that the parents of the children who are doing well and of the younger children frequently visit the schools. Last year there were over half a million school visitors, and according to Dr. O'SHEA there was "general enthusiastic commendation" of what they saw, especially the "increased pupil participation in present-day education." Such activity should be an important feature in the program of "The Schools and Reconstruction"—the special subject set for today's discussion.

Coincident with pupil participation is pupil individualization. A very encouraging and stimulating report comes from Dr. TILDSLEY on the "professional aliveness" of the teachers in the high schools. With our enormous schools, as he says, we have "mass education in form," but each year "sees us at "least one step nearer to the most "complete individualization of our "pupils in the spirit of our teaching." This is a hopeful word, coming as it does from one who has always been frank and fearless in his criticisms of the schools.

While we in this city are without a single closed school, we should be concerned that in the United States more than 2,000 rural schools failed to open this Fall, wh ver 1,0 children are denied educational tunities or are suffering from shortened school terms. The Federal Government in the aid it purposes giving to public education should begin with these schools and see that they have not only an "open school" week but the usual "open school" year. A letter from the field secretary of Tuskegee Institute in Alabama states that nearly 80 per cent of the elementary and secondary schools in some of the Southern States are closed and that at least half the children affected are members of the "disadvantaged Negro group." The Superintendent of Public Instruction in Alabama reports that, so far as education is concerned, they are facing the worst situation since the Reconstruction period. The situation in Georgia is "really serious." Similar conditions obtain in other States. There are unemployed teachers in many parts of the United States who under the proposed allotment of the Federal Emergency Relief Administration should be among the first to be put to work.

SAVANNAH, GA.
PRESS
SEP 28 1933

MANIFESTLY UNTRUE.

A writer in Scribner's says he has just returned from a long trip in the South and he knows that the conditions of negroes are horrifying in nearly all of these states.

This industrious writer says that anyone realizes that negroes are robbed out of their school taxes everywhere in the South.

This is a remarkable statement inasmuch that every effort to divide the school tax in the South so that negro children would only get the amount of the taxes paid by the negroes, and the white children would get the benefit of taxes paid by the whites, has been defeated. Such a plan it is urged would be unjust to the negro children since the taxes paid by the colored people are very small. Instead of this discrimination the colored children are given the benefit of a fair proportion of all the taxes and every effort notably in the Georgia Legislature, to set aside the colored tax, has been put down as unwise and discriminatory.

The statement of the New York correspondent that the negroes are "robbed of their school taxes" everywhere in the South shows that the writer knows nothing about conditions here, although he says he has just returned from a long trip which took him through seventeen states in the South and Southwestern part of the United States.

The idea of the negroes being robbed out of their school tax is absurd; on the contrary, they are given a part of the white tax so that the small amount paid by the negroes might be increased for the benefit of negro children.

Education-1933

Georgia

Common Schools, Condition of.

Macon, Ga. News
August 11, 1933

Man Negroes Seek Licenses to Teach

TENNILLE, Ga., Aug 11. — At the annual examination for teachers licenses just held D. W. Harrison, superintendent of Washington county schools reports there was only one white applicant. This was due to the fact nearly all teachers in the county held degrees or state normal certificates. There were 85 Negro applicants and their examination was conducted by Prof. T. J. Elder.

Mr. Harrison said that a large number of teachers are applying for positions in the schools and the supply is much greater than the demand. He thinks that all schools will open at the usual time. Of the 15 white schools in the county the following 10 have local tax: Sandersville, Tennille, Davisboro, Oconee, Sisters, Warthen, Harrison, Deepstep, Riddleville, and Downs. The first six of these run nine months and the others eight.

Calhoun, Ga., Times
August 10, 1933

Exhibition Planned at Rosenwald School

The colored people of Gordon county are planning an exhibition of their home-grown products and their handiwork at the Rosenwald school house in Calhoun on Friday, August 25.

The colored peiple of all sections of the county are urged to bring exhibits of their products to the school house, as well as exhibits of needlework and anything made with their hands.

The purpose of the exhibit is to get the people interested in their own homes and to demonstrate that they can do just as well or better with their opportunities right here in Gordon county as anywhere else in the world.

A cordial invitation is extended to the white people of the community to visit the schoolhouse and inspect the exhibit.

Valdosta, Ga., Times
August 18, 1933

Number of Schools

Thirty-two negro county schools will be operated during the coming year, instead of 2: as was first reported by The Times, Supt. G. T. Register of the county school system said this morning. Fourteen white schools will be operated. Present plans call for the operation of 46 schools in the county during the coming year, unless some are consolidated.

SCHOOL FUND DISPOSAL ATTACKED BY NEGROES

A delegation of negro citizens of Atlanta Wednesday told the Georgia public works advisory board they were being discriminated against in the allotment of school funds sought by the city board of education.

The delegation said the board was asking the government for $3,000,000 for school improvements and although negroes comprise one third of the population of the city they had been awarded only 10 per cent of the sum sought for negro schools.

Thomas J. Hamilton, editor of the Augusta Chronicle and a member of the board, said the delegation, composed of ministers, physicians and business men, presented a "complete and strong case."

The board suggested, however, that the disposal of funds was up to the city board of education and advised the delegation to present their case to that board.

Macon, Ga., Telegraph
September 21, 1933

Negroes Protest School Allotment

ATLANTA, Sept. 20 (AP)—A delegation of Negro citizens of Atlanta today told the Georgia public works advisory board they were being discriminated against in the allotment of school funds sought by the city board of education.

The delegation said the board was asking the government for $3,000,000 for school improvements and although Negroes comprise one-third of the population of the city they had been awarded only 10 per cent of the sum sought for Negro schools.

Thomas J. Hamilton, editor of the Augusta Chronicle and a member of the board said the delegation, composed of ministers, physicians and business men, presented a "complete and strong case."

The board suggested, however, that the disposal of funds was up to the city board of education and advised the delegation to present their cause to that board.

Forsyth, Ga., Advertiser
December 7, 1933

A CENTURY OF EDUCATION

T. E. Smith

Part III. The Progress of Negro Education in Monroe County

The first settlers who came to Monroe county were accompanied by their Negro servants. Due to the prevalent interest in cotton production, the population of that race multiplied under the direction of the planters until it soon outnumbered the white population. In 1845 the Negroes outnumbered the whites by 1,867. In 1850 the colored population rose to 10,170; the white population for that year was given as 6,815. By 1860 the Negro population was about double the white and this ratio has continued until the migration of Negroes from the county since 1920.

The fact that the number of each race remained approximately uniform in the decade following the Civil war is an indication that friendly relations existed. There were a few large slave holders in the county such as Eden Taylor who were unable to recognize by name their servants when they chanced to meet away from the plantation, but the large majority were owners of small numbers. They lived in intimate contact with their servants, administered to their wants in person and shared with them the fruits of their labor. During the years immediately following the War these people provided from their scanty store the means necessary to sustain life, they also counseled these people in their feeble steps toward freedom and economic independence. The Negroes on their part remained loyal, they showed themselves teachable and labored with their former masters to restore the destruction which war had wrought. Their adjustment to a new order has been accomplished in this county with few glaring examples of the race conflict which was so characteristic in other sections of the country. In tracing the educational progress of the colored race in this county, it is therefore essential that these matters not be overlooked. In preserving his physical welfare, guiding him in the management of his affairs and helping him to distinguish between liberty and license the necessary first steps in his education were taken. These are steps which must precede the founding of schools and the institution of formal learning.

It is not known when and where the first free school for colored people was located in the county. When schools were reopened after the War, appropriations from the Poor School fund were made to Negroes as well as to white children. When the public school system went into effect in Georgia in 1871 there were 30 schools in the county. Four of these were Negro schools. The teachers; Needham Sappington, Ellen C. Franklin, Robert Alexander and J. W. May received $345.00 for the three months' school they conducted that year. The next year for which information is available was 1887. In that year there were 40 colored and 36 white schools in the county. The number of white children enrolled was 1,423; the enrollment in the colored schools was 4,422. The state made no distinction between white and colored in the appropriation to these schools. There was contributed from the state fund 65 cents per month for the education of each child in attendance.

In 1893 the school census showed 4,532 colored children between the ages 6 and 18 and 1,865 white children of the same ages. The average attendance in the colored schools was 2,200 and in the white schools, 1, 304. The percentage of attendance for colored children was 48 and for white children 70. In 1903 the percentage of colored children enrolled in school was 80 and for white children it was 83. The percentage of white illiteracy among children of school age was 2, and for colored children it was 9. Few sections are able to show an equally rapid rise from the state of illiteracy which existed at the close of the Civil War. In 1905 Monroe County was recognized as a taxing unit for the support of education. A county tax was levied and the income from this source relieved parents of the necessity of paying tuition. Education became entirely free through the combination of county and state funds in meeting all educational expenses. It is significant to note that in the movement leading to the county unit plan, no argument was used against the expense which a large non-property holding class would create in the adoption of this system.

In the following table are given some facts indicative of school progress since the adoption of local taxation. Since 1905 the colored people have received proportionately less for the operation of public schools. The apportionment from the state represents appro

imatle half the total appropriation for schools. Ti. sum is expended without distinction between whi and colored. The county appropriation is distributc somewhat in proportion to the taxes paid by wl and colored property owners of the county.

TABLE SHOWING SOME ASPECTS IN THE DEVELOPMENT OF NEGRO SCHOOLS IN MONROE COUNTY, 1905-1930

ITEM	1905	1910	1920	1930
1. Number of schools	41	45	45	38
2. Number of teachers	46	49	53	44
3. Total enrollment	3,206	3,200	3,269	1,824
4. Attendance (A. D. A.)	1,302	1.419	1,285	1,553
5. No. days free school	100	112	140	125
6. State appropriation	$14,978*	$18,777*	$29,303*	$29,453*
7. County appropriation	$	$15,149*	$31,300*	$19,824*
8. Total receipts	$14,488*	$6,041	$11,450	$9,495
9. Amount paid teachers	$14,455*	$6,041	$11,450	$9,495
10. All expenditures	$14,964*	$6,041	$11,450	$9,495
11. Average salary, men	$	$36.00	$53.33	$25.00
12. Average salary, women	$	$18.00	$27.97	$30.00
13. No. school buildings	1	25	20	2
14. Value of buildings	$200	$6,000	$15,000	$4,300
15. Expenditure per pupil in A. D. A.	$	$4.26	$8.90	$6.13
16. Schools giving high school courses	.....	.....	2	1
17. High school enrollment	.....	.....	41	133
18. Volumes in libraries	.....	1,100	3,103	550

*Not divided between white and colored.

Some facts shown in the above table are worthy of consideration. The number of schools and teachers have shown little change since 1905. This is due in part to the fact that the population has remained nearly constant. During this time there has been a decrease in the number of white schools and a slight decrease in the number of white teachers. This is the result of consolidation. There has been no consolidation among the Negroe schools except in the Forsyth district. The decrease in the enrollment in 1930 over 1920 may be explained by the loss of territory from Monroe in the creation of Lamar county and to the removal of many Negroes from the county to other parts of the country since 1920. The greatest gain has been in the increase in average daily attendance as compared with the enrollment. The largest and main item of expenditure has gone to pay teachers' salaries. Little provision is made in the schools other than for teaching service. The salaries paid to colored teachers shows some increase since 1905. Since a large majority of the colored teachers are women, the increase from a monthly salary of $18.00 in a school year of 112 days to a monthly salary of $30.00 in a school year of 125 days is significant of an attempt to provide better instructors. The poorest showing of all is seen in the number of buildings owned by the county. In 1930 the county owned two buildings having a value of $4,300. For the most part Negro children attend schools conducted in churches, abandoned dwellings and other buildings loaned for the purpose in the school districts. The expenditure for all school purposes per student has increased but slightly since 1910. In that year $4.26 was expended in the education of each colored child in the county. In the same year the expenditure per child in the white schools was $19.36. In 1930 the appropriation per child in the Negro schools was $6.13 and in the white schools $49.60.

When the office of County Superintendent became elective in 1910 the policies of those seeking that office were stated in their claim for support. The principle of distribution to each race for school purposes in proportion to the amount of taxes paid became an issue. This has been an issue in local government in all sections having an appreciable Negro population. The problem has never been settled by a strict adherence to this or any other plan in which the discrimination is made upon a purely mechanical basis. The problem of education is not based upon the possession or non-possession of property, and the county which has provided for each child the very best educational opportunities within its power to give has not been greatly troubled over the matter of property ownership and school support. A close relationship exists between the progress of a community and the education of the whole people. It is desirable therefore to establish the highest and best form of education for all the children of the county which resources will permit. Experience has proven that the neglect of education is expensive. It costs less to maintain schools than prisons, to promote self-respect and self-support than to provide charity.

In 1902 there was begun in Forsyth, under very humble circumstances a school that has extended its influence more widely in this section than is true of any other institution. Through the efforts of Prof. W. M. Hubbard a little school was begun thirty years ago which today numbers the largest enrollment of any institution of its kind in the state. At an early date it began to receive aid from the state and from other sources. Its growth into the State Normal and Industrial school with a state-wide patronage has been largely the slow realization of the vision which its founder and only president had for it thirty years ago. As a result of this school the schools of the county have been supplied with normal-trained teachers, the agricultural and industrial activities of the county have felt the impetus of its method and instruction, but most of all the colored people of the county have gained a sense of honor, industry and self-respect which has raised the social and moral welfare of the county to a higher plane.

On October 3, 1845 the Little Georgian, local weekly for Monroe County carried an announcement regarding the sale of Rose, age 18, Gilbert, 16 and Amanda, 14 to satisfy the debts of men upon whom these properties had been levied. In less than three decades the race to which these children belonged were the possessors of freedom, property and the beginnings of an educational system. In 1907, Prof. Hubbard announced receipt of a gift of $750 which marked the turning point in the fortunes of the State College for colored youth. These items are taken as an indication of the unprecedented rise which this race has made in the county during the 60 years which transpired between the first event and the latter. It is probable that no other section of the state can equal this achievement when we understand that it was accomplished in large measure without financial aid or assistance beyond the colored race.

ATLANTA, GA.
JOURNAL
AUG 22 1933

Letters From the People

LOSS OF SCHOOL REVENUE FROM POLL TAX OUTLINED

With the public schools of the state always in need of more money to operate and with every session of the general assembly trying to devise ways of raising more money it is interesting to note that they are annually losing nearly $400,000 of money that is specifically appropriated to the elementary schools of the state. Under the constitution of Georgia and the laws enacted pursuant thereto a poll tax of $1.00 per annum is assessed against all male citizens between the ages of 21 and 60, except blind persons and disabled Confederate veterans. This latter clause now has no application because all Confederate veterans have already passed the 60-year-age limit. And also upon all female citizens between the ages of 21 and 60 who have registered to vote.

All of this money goes to the common schools. According to the federal census there are 638,367 men in Georgia within the ages of 21 to 60. There are 679,360 women within these ages in the state, but of these only those registered to vote are liable for the payment of poll taxes. There is no consolidated record to show the number of women in the state who are registered, but on a basis of calculations from available sources it would seem that there are about 154,150 women who should pay poll tax.

This makes a total of 792,517 people in Georgia liable for poll tax of $1.00 each. However, according to records in the comptroller general's office there are only 413,015 in the state who pay poll tax, leaving 379,502 who should pay the poll tax but dodge it. Which means this is lost by the common schools each year.

The negroes are the greatest offenders in failing to pay poll tax. Only 344,365 whites and 68,650 negroes pay poll tax. With the population of the state being approximately 60 per cent white and 40 per cent colored it can readily be seen that a large part of this loss comes from the negro section of the population.

LAWSON E. THOMPSON,
Washington, Ga.

Education-1933

Georgia

Common Schools, Condition of.

Thomson, Ga., Progress
Thursday, January 5, 1933

McDUFFIE COUNTY NEGROES BEGIN TO RAISE MONEY FOR NEW SCHOOL

Thomson, Ga., Jan. 1, 1933—Before a large audience of white and colored President B. F. Hubert, of the Georgia State College, made an inspiring address on the "Emancipation of the Negro."

At the close of the address Prof. E. R. Gay, Principal of the colored school told the purpose of the meeting. He said "that efforts are being put forth to raise money to buy land for a new school." The amount of money raised was ten dollars and three cents.

Prof. Gay is asking every citizen of McDuffie county to make a contribution.

AUGUSTA TO ERECT NEW NEGRO SCHOOLS

AUGUSTA, Ga., Jan. 19.—(AP)—The Richmond county board of education today announced a $200,000 building program for negro schools with a $100,000 building of 32 rooms the first to be constructed.

The new white schools are under construction now at a cost of approximately $200,000. The money for the construction work was obtained from a $2,000,000 school bond issue which was validated recently after a long court battle.

Douglasville, Ga., Sentinel
Friday, January 27, 1933

GIRLS' VISIT COLORED SCHOOL

On Wednesday afternoon several senior girls made a visit to the colored school. They found much interest being taken in the school by the teacher and pupils. They were planting shrubbry in the yard. They also had swings, a merry-go-round, and a basketball court.

Projects and program charts were evidence of the pupils' work. In the lower grades, there was a sand table illustrating farm life. The fourth through the seventh grades had an Indian project, with an Indian dummy, a wigwam and basket work. A rabbit cut out in wood was an original work of one of the pupils. There was an honor roll of 25 out of 150 pupils. Health posters decorated the walls. The teacher said that she gave a health inspection every morning.

There is a library of about fifty volumes and the pupils are given every encouragement to read.

The girls were pleased to find the splendid work the school is doing and desire to cooperate with them towards further education.

Cordele, Ga. Dispatch
Thursday, February 23, 1933

TERM IS LENGTHENED AT NEGROES' SCHOOL

SALE CITY, Ga., Feb. 22—The negro school at Sale city, will operate seven months this year, instead of six, as a result of payment of a smll tuition by the pupils.

C. R. Anderson, a Sale City young negro, who attended Central City college at Macon and Knoxville college at Knoxville, Tenn., is principal of the school with Ira Denson, of Camilla, who received her training at Georgia Normal college at Albany, is his assistant.

The school is housed in a new, modern four-room building, which is equipped with an auditorium, has 95 pupils and has eight grades.

Savannah, Ga. Press
9-24-23

ECONOMY IS URGED OPERATION SCHOOLS

COMMITTEE OF GRAND JURY WANTS TO SEE COSTS REDUCED

The report of the committee on public school made to the Grand Jury of the Superior Court today makes suggestions as to economy of administration and expresses other interesting views on the public school system.

The report is one of the longest made by a committee to the Grand Jury at this session. It tells of the number of schools visited, white and colored and mentions the courteous treatment received from officials and employes of the Board of Education during such visits. The physical condition of the school buildings is declared good, generally speaking. The one room school building at Bloomingdale is declared to be unsatisfactory. Delight is expressed at the lighting features in most of the city schools. The Montgomery Street School and the West Broad Street Colored School are reported as badly lighted.

The plumbing and toilets as a rule are described as satisfactory. The exception to this finding is the White Bluff School. It is suggested that there be improvement here with indoor toilets.

The health conditions and the fire hazards of the schools are dismissed with short shift. The former is reported good and the latter suggests additional outside fire escapes.

Lengthy reference made to the school at the Industrial Farm where negro boys are taught. This is not included in the school system but it is stated the Board of Education is preparing to furnish books and to have a general supervision given the school taught in connection with the institution.

There is length reference to the cost of operation of the schools. It is suggested departments be budgeted and that they live within their budgets. The source of revenue for the schools is reviewed with particular reference to the fact that the tax levy for schools must not exceed ten mills. It is suggested the board try to get along on less than this.

Under the law the tax collector deducts 2½ per cent. of all school taxes collected and places it in the general tax fund, says the report. The committee thinks there should be a discontinuance of the collecting of this 2½ per cent, "even thought it has to be done through a process of legislation."

Attention is called to that fact that the receipts of the Board of Education from all sources is around $800,000 The cost of operating the superintendent's office and general office control is $20,000 a year. It is suggested that there be a thorough investigation with a view to reducing this overhead. This over-head charge, says the report has increased 25 per cent. in the past few years.

The committee understands the matter of salaries paid employes of the system has been under consideration and that there has recently been 2½ per cent. cut in this direction.

It was found that the cost of transporting pupils is $26,000 a year. This the committee looks upon an excessive and suggests the matter of transportation might be overdone. The report in this connection concludes: "We consequently recommend a thorough investigation and substantial reduction in this expense."

The committee closes by suggesting that any economies affected be not at the expense of the child but urges that the board look forward to a reduction in cost of operation with the view to bringing it below the maximum requirement of a ten mills tax.

A. B. Levy was chairman of the committee the other members being Grover C. Paulsen, H. A. Groover and A. A. Solomons.

Macon, Ga., News
Monday, March 6, 1933

NEGRO SCHOOLS BROUGHT TO CLOSE AT JESUP

JESUP, Ga., March 5. — The negro schools of this city closed Friday night. It had been hoped by the negro patrons that some way would be provided that the school could continue at least two more months but all efforts failed.

The outstanding project of the year's work was the demonstration of the home economic department which was under the direction of Minnie Howell of Savannah.

Many of the children showed much talent in their work. The teacher this year had stressed the use of everything possible in making of garments. Children in the third grade had made sofa pillow covers, center pieces and other forms of fancy work that would do credit to much older people. They had utilized every scrap possible even to flour sacks.

The cooking department served delightful doughnuts, cookies and cakes made in the school by the pupils.

Macon, Ga., News
Wednesday, March 8, 1933

New Negro School in Candler County

METTER, Ga., March 8.—Former County School Superintendent J. M. Creech, Jr., is sticking to the task that he started just before the county primary a year ago, trying to build schoolhouses for Negro children.

Early this year, he finished one of the buildings. He has recently taken definite steps to help finish one for the Metter Negro school district.

Macon, Ga., News
May 14, 1933

SCHOOL TO BE REBUILT

DAWSON, Ga., May 13.—The Dawson board of education at special session this week made plans for the immediate rebuilding of the Negro school building which was burned last October. Having applied for $9,000 of the fund to be loaned Terrell county by the Reconstruction Finance corporation, the board will supplement this with insurance of the same amount and plans call for a modern eight-room school building on the same site of the former structure. Work on the new building is to begin within the next week or 10 days.

Savannah, Ga., Press
May 19, 1933

OPPORTUNITY SCHOOL CLOSES WEDNESDAY

Record Class Will Receive Diplomas.

The Opportunity Evening School for Negroes, sponsored by the education committee, will close its term for the year Wednesday at the First African Baptist Church, Franklin Square ,at 8:30 p. m. The number in attendance this year has exceeded all previous years, by announcement of the director, O. Holley Lee McIver, reaching the 500 mark. It showed the fine spirit of service and co-operation that the teachers have worked three of the eight months without mention of pay. Even with the small amount of $1 per evening provided for each teacher, the school is in need of $300 to complete this payment for the eleven teachers. Thirteen graduates will be from the high school and fifteen from the junior high school. The director announces Rebecca S. Taylor, president Federation of Colored Women's Clubs, Savannah, as the commencement speaker. Principal John W. Hubert, chairman education committee, will award the diplomas. The class roll follows:

Opportunity High School Department—Dorothy Lois McIntosh, Inez Louise Holmes, Dorothy Aurelia Wilder, Erma Mamie Weldon, Eunice Martin Jones, Velma Marshall, Clifford Tessie Lawrence, Gladys Marie McEachin, Gertrude Carter, Cornelia Malvenia Devillars, Ida Rivers, Frances Augusta Williams and Eva Ursula Alston.

Junior High School Department—

Fitzgerald, Ga., Leader-Enterprise
Thursday, March 2, 1933

Special School Tax May Be Eliminated

With the finances in the county schools in excellent condition, receiving approximately $39,000 from state and county sources during 1932 and a like amount to be received during the current year, tax payers of the several special school tax districts will present their plea to the County Board of Education to eliminate this special tax for the current year.

It is shown that the state paid to the county for rural schools last year a total of $33,924, including $1,950 of the 1928 appropriation and $2,154 from the Baret-Rogers fund, of which $1,000 is appropriated to the high school pupils coming into the city school. The five-mill county-wide tax, which is required by the state law, to secure the full support of the gas equalization fund, amounted to $8,613.17.

During 1932 about $1,300 of current income of the board was applied to the building of the high school at Ashton and a colored school at Queenland, both needed improvements. With the probability of the new state school law being passed this or next session of the legislature, it is not thought advisable to erect any new building for the proposed Lynnwood district, as the new law would make it possible for children living within two miles of a city school to attend the local school, the entire county being made a school unit.

Macon, Ga., Telegraph
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The school is housed in a new modern four-room building, which is equipped with an auditorium, has 95 pupils and has eight grades.

The Literary society will give a program Sunday afternoon in their auditorium. Anderson will speak on Epochs in Georgia History.

Brevard, N. C., Times
Thursday, March 9, 1933

NEGRO SCHOOLS IN COUNTY FIELD DAY

First Event of Kind Is Staged At Rosenwald School With Hundreds Attending

Between four and five hundred people witnessed the first Field Day of all the negro schools in the county, which was held at Rosenwald school Friday, March 3rd. Rosenwald, Everett, and Glade Creek schools participated in the events which began at 9:30.

The exercises opened with holy devotion led by Rev. Hartsell, who gave a beautiful and inspiring exposition on the life of Moses. Mr. J. B. Jones, superintendent of the county schools, spoke in high terms of the first Field Day.

After the devotionals the literary battle took place among the contestants of the various schools. The following are the winners in the literary contests: Word recognition, Wade Camp of Glade Creek; sentence recognition, Alyce Benjamin of Rosenwald; 4th grade spelling, Esther Darity of Rosenwald; 5th grade spelling, Ruby Mills of Rosenwald; 7th grade arithmetic, Cornelius Hunt of Rosenwald; 6th grade composition, Edna Bailey of Rosenwald; Dramatization, Margaret Benjamin, Martha Price, Herbert Benjamin, Helen Johnson, Louvenia Johnson, Charles Allen, James Smith, Carl Mooey, and Mary Benjamin, all of Rosenwald school.

In the gymnastic and athletic events the following won the prizes: 50 yd. dash, Booker T. Gash of Glade Creek; Broad jump, B. Gash of Glade Creek; High Jump B. Gash; potato race, E. Mills, E. Hawkins, F. Hawkins, Nellie L. Smith, all of Rosenwald. In the relay races F. Hawkins M. Kilgore, J. Ballard, D. Pierce, all of Rosenwald, came out ahead. In the sack race Herman Kilgore of Rosenwald won first place. In another series of 50 yd. dashes, the following won: Fannie Hawkins, Jannie Ballard, and Elliott Benjamin, all of Rosenwald.

In the afternoon Mayor Ramsey of Brevard delivered an address on the subject, "The Value of a High School Education." It was a timely and thoughtful speech.

C. E. Burney, principal of Rosenwald school and general manager of the Field Day, wishes to express his appreciation to the several white men who acted as judges of the miscellaneous contests. The judges were Rev. R. L. Alexander, Rev. Paul Hartsell, and Mr. Harry Clayton.

Americus, Ga. Recorder
Saturday, March 11, 1933

NEGRO SCHOOLS CLOSE FRIDAY

All But Six In Sumter End Terms

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Teachers in the colored schools have not been paid in full for teaching, and, like automobile owners, they are "waiting for the legislature to act."

Payrolls for all county schools, white and colored, are due today, but the board of education will be unable to meet these payrolls for three reasons: Governor Talmadge will not be able to make the usual loan for school funds, residents of the city and county have not paid taxes, and the legislature has failed to enact any legislation that would enable them to pay deficits in school appropriations for 1928, 1929, 1930 and 1931, E. L. Bridges, county school superintendent, said today.

The board of education is waiting for the legislature to adjourn before making a proposition to teachers in regard to salaries for the balance of the school term.

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A. C. McKenzie, the principal has been with the Pearson school for the past five years and his daughter has served as the assistant this year. They have given good service and are expected back next year.

The colored school is an eight month credited junior high school, teaching all the subjects required by the supervision.

In the school are a number of pupils only of the local people as the colored school is of the independent system of the Pearson school board.

Camilla, Ga., Mirror
June 1, 1933

SUMMER HILL SCHOOL EXHIBIT REVEALS PROGRESS OF COLORED EDUCATION UNDER PROF. MORGAN

At the recent exhibit held at the Summer Hill school, work of the pupils, both boys and girls, including carpenter work, needle work, basketry, free hand drawing and other subjects, was placed on display, showing what is being accomplished among the colored youth of Cartersville in the way of practical education.

The boys shop is equipped for doing all kinds of wood work, and the annual school exhibit included any number of pieces of furniture. Flower stands, tables of all kinds, book cases, book racks, shoe shine stands, wash boards, radio stands, cabinets and other pieces of furniture were on display, many of the articles being as fine or finer than those sold at furniture stores.

Boys at the Summer Hill school begin shop work when they enter the sixth grade. This year's shop class numbered 33 colored boys. They are taught by J. S. Morgan, who is principal of the school. In addition to making articles of furniture which they are allowed to keep, the boys have made book cases and desk for use in the class rooms of the school.

In the home economics department, the girls of the school are taught cooking, dress making, basketry, rug weaving and other arts. Any number of baskets woven from pine needles, reids and other materials were on display at the annual school exhibit. All of this work appears to be the work of experts and is a credit to the girls and their teachers.

Athletic Field Built.

Out of the hillside adjoining the school building, Prof. Morgan and the boys of the school have graded out an athletic field and play ground. To give some idea of the work required on this project, the grading required the removal of dirt to the depth of 15 feet in the highest side. Steps have been built from the grounds down to the athleic field, and what was once a hillside covered with woods is now a level play ground.

In addition to the exhibits of the boys shop and the home economics department, displays of free hand drawing, writing and other school projects were displayed in the class rooms during the school exhibit. In one room was an exhibit portraying Georgia's bicentennial, including pictures of early settlers and other interesting drawings. All of the work shows the progress which is being made in negro education in the city and the thoroughness with which the boys and girls of the colored race are being taught.

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Kansas.

Education - 1933

Common Schools, Condition of.

KANSAS NEGRO REPRESENTATIVE INTRODUCES

The Negro Star

"FREE TEXT BOOK" BILL TO ALL POOR CHILDREN

1-20-33

Wichita, Kansas

Topeka. Kans., Jan. 16 — (ANP' —Kansas' only Negro representative Dr. W. M. Blount, representative from the Eighth district of Wyandotte dounty, Kansas City, started things to rolling here in the House of Representatives Wednesday afternoon when he introduced a bill stipulating "Free School Text-Books" be given children of parents whose parents, or guardians, are too poor to buy them.

The bill provided that affidavits shall be filed by indigent parents with the school authorities who shall, if investigatons reveal the case warrants, give absolutely free textbooks to such children when their parents prove beyond reasonable doubt that they are unable to buy them for their children. It has been indicated that the Free Text-book bill will pass with more than the required number of votes necessary to become enacted into law.

REP. W. M. BLOUNT INTRODUCES FREE TEXT BOOK BILL

Chicago

1-20-33

St. Louis, Mo.

Kansas Only Colored Assemblyman Desires To Aid Poor Children

TOPEKA, Kan., Jan. 19 —(ANP) Kansas' only Negro representative, Dr. W. M. Blount, representative from Eighth district of Wyandotte county, Kansas City, started things to rolling here in the House of Representatives Wednesday afternoon when he introduced a bill stipulating that "Free School Text-books" be given children of parents whose parents, or guardians, are too poor to buy them.

The bill provided that affidavits shall be filed by indignant parents with the school authorities who shall, if investigations reveal the case warrants, give absolutely free textbooks to such children when their parents prove beyond reasonable doubt that they are unable to buy them for their children. It has been indicated that the Free Textbook bill will pass with more than the required number of votes necessary to become enacted into law.

BLOUNT'S FREE BOOK BILL PASSES HOUSE 182 TO 24

Call 1-27-33

TOPEKA.—The House of Representatives Wednesday passed the Free Text Book Bill introduced by Representative William M. Blount, of the eighth district of Wyandotte county, Kansas City, Kas. The vote was 182 for the bill and 24 against it.

Kansas City, Mo.

The bill makes it mandatory upon the board of education in cities of Kansas to provide free of charge text books to all grade school students whose parents prove that, beyond a doubt, they cannot afford to purchase school texts.

The bill, as passed, stands as Blount wrote it with one exception. The clause providing that free text books be provided poor high school students was stricken out by the house committee on state affairs, when that body passed the bill Jan. 11. That amendment was made with a view to economy, the committee stating that under the high school provision, the cost in Kansas City, Kas., alone would be trebled.

Blount, a practicing physician, is the only Negro representative in the Kansas legislature. He is now serving his third term. He lives at 402 Lafayette street, Kansas City, Kas.

Kentucky

Education - 1933

Common Schools, Condition of.

LOUISVILLE, KY.
COURIER JOURNAL

NOV 12 1933

FOR A NEGRO ON THE BOARD OF EDUCATION.

To the Editor of The Courier-Journal.

Mr. Edward Gottschalk, President,
Board of Education,
Louisville, Ky.

My Dear Mr Gottschalk:

As a result of the recent vacancy on the Board of Education due to the resignation of Dr. Albert B. Weaver we are hopeful that in filling the vacancy the Board of Education will give liberal consideration toward the selection of a Negro as one of its membership.

Under our dual system of education which provides for separate schools, we feel that many things in connection with the future educational programme for Louisville will be of vital concern and interest to Negro parents; thus we sincerely believe that the interest and welfare of Negro education can best be served by membership on the Board of Education.

We believe that in carrying out the true object, purpose and policy of a democratic form of education that the minority race or group, as citizens, taxpayers and parents, should have some voice in the administration of educational policies.

Pursuant to this recommendation, we suggest the name of Dr. J. A. C. Lattimore, who has for the past thirty years been actively interested in every phase of Negro development and has stood out prominently in all the many successful projects involving the welfare of the Negro, not only locally but nationally. For these reasons we feel that he could fill the position capably and with credit.

Trusting that the board will fill this vacancy with the purpose of giving representation to a race most desiring of such,

Respectfully Yours,

MRS. ESSIE DORTCH MACK,
President, Kentucky Congress of Parent-Teachers.

MRS. BENNIE DUNCAN,
President, Woman's Progressive League.

MRS. ISABELL OVERSTREET,
President, Louisville Federation of Colored Women's Clubs.

CHARLES W. ANDERSON, JR.,
Attorney, Citizens' Educational League
Louisville

Education - 1933

Common Schools, Condition of.

Mississippi.

Jackson, Miss. News
June 8, 1933

NEGRO SCHOOLS GIVEN RATINGS

New State Elementary Program Bearing Fruit, Supervisor Reveals

A program of standardization for Mississippi negro elementary schools launched unauspiciously by the state department of education two years ago has begun to bear fruit, it was revealed today in an announcement by W. C. Strahan, state supervisor, that certificates had been issued 64 schools in 35 counties.

The program, calling for specific ratings of the schools on their plants, teacher personnel, pupils and communities, is not dissimilar to that utilized in grading white elementary schools.

Supervisr Strahan said the project was unique in negro educational activity. "We have been well pleased with results thus far and expect to have 100 certificates issued by July 1," he said. "We will broaden the program next year through co-operation of county superintendents of education to the end that the 3500 elementary negro schools will be rated and a basis set up for their improvement from year to year.

Minimum Requirements

"The program does not call for any immediate building activities. It is projected on the idea that teachers, pupils and patrons do the best they can with what they have."

Five classifications are set up, two for state-recognized schools and three for county-recognized schools. These are: Superior schools, scoring 900 points or above; Standard A, 800-900 points; Standard B, 700 points; Standard C, 600 points; and Standard D, 500 points.

The ratings are made through the county superintendent's office and are checked by the state department. The Association of Teachers in Colored Schools is co-operating in the program, Mr. Strahan said, and annual award of certificates will be made at its conventions.

County Record Cited

One county of the state, the superintendent staid, already had all of its elementary schools on the state recognized list.

The program, in the opinion of the supervisor, offers the means of establishing and maintaining essential conditions for satisfactory work in those school grades that are admittedly the foundation for all education and occupy a strategic relation to the two other major institutions of a community, the home and the church.

Illustrative of the vast field involved, Mr. Strahan said that more than 75 per cent of the state's 504,000 negro educables were in the elementary school classification.

Education-1933

Common Schools, Condition of

Missouri.

White Students Push St. Louis Strike

Defender 2-18-33

ST. LOUIS, Mo., Feb. 17.—Shouting and waving banners, approximately 100 white children, former pupils at Glasgow school, last Saturday held a demonstration in front of the board of education building at Ninth and Locust Sts. The police, who had been informed of the demonstration beforehand, barred them from entering the building.

Representatives of the Glasgow School Patrons association, which objects to the conversion of the Glasgow school, 1415 N. Garrison Ave., into a school for our children, accompanied the white pupils and encouraged them in their action.

School Is Renamed

After remaining in front of the building for a half hour, during which they chanted the words: "We want Glasgow," and waving banners saying: "Glasgow forever; Dunbar never," the children departed. Many of them were students who engaged in the "strike" last week, refusing to attend the schools to which they had been transferred.

The Glasgow school was opened two weeks ago to our folk and renamed New Dunbar grade school, with Prof. Henry Rhetta as principal. There was an enrollment of 915 students and 20 teachers, nine of the faculty being substitute teachers.

Principal Is Qualified

The three-story brick structure, built on a terrace, is one of St. Louis' most beautiful schools. It has 26 rooms which include two gymnasiums, two play rooms, shower baths and offices. Its playyard is spacious and large enough for a game of baseball.

Mr. Rhetta, the principal, was educated at Oswego (N. Y.) State normal school, the University of Michigan and the University of Chicago. He was at Sumner high school, St. Louis, from 1911 to 1924 as instructor of biology and botany. Then followed his experience as principal of various schools here.

SPRINGFIELD, MO.
LEADER

JUN 1 1933

THE NEGRO SCHOOLS

To the Leader and Press:

Commencement exercises should be a source of inspiration to graduates and students.

This, however, is not always true, for at the Negro commencement last Thursday, the exercises were turned into a defamatory barrage, directed toward the delegation of public spirited citizens and parents who met the board of education a few weeks ago, asking for a change in the principalship of Lincoln school.

The delegation has no regrets to offer for having gone to the board of education, because the principal admitted that he could not teach Latin, that he was only doing the best that he could, that he was not responsible for the discipline of the children, and that the classroom records were kept by each teacher.

Those remarks exonerated him, placing the blame upon the authority higher up.

That made us wonder just why we needed a principal since he had no duties or responsibilities to perform.

The delegation has no apology to offer for the facts presented to the board of education. We still stand indefatigably for efficiency and discipline.

It is truly a waste of taxpayers money, when we need so many things, especially music. The teachers are elected and still no music teacher. It makes one lose confidence in the school system.

MRS. E. C. CURTIS.
(1032 Summit Avenue)

Education-1933

North Carolina

Common Schools, Condition of.

CHARLOTTE, N. C.
NEWS

OCT 17 1933

We Need Schools.

It was decided earlier this year that the city schools should be operated by the State standard without benefit of a supplement. That was regrettable, and we thought so at the time, but it did not occur to us then and hadn't until this minute that we should be forced to operate *below* the State standard.

That is exactly what the city schools are having to do in more than one instance. The State specifies six hours of instruction per day, yet, for example, in the new Myers street school for colored children there is being given only from three to three and a half hours per day. Crowded conditions there necessitate two shifts and the two shifts necessitate curtailed hours.

In other Negro schools the overcrowding is acute and the arrangements not in accordance with State requirements. In the white schools too the pupils per room, and therefore the pupils per teacher, are more numerous than the State says they shall be. In more than 100 rooms from 40 to 46 is the enrollment; even in Central High, where learning begins to be a serious matter, the average is 45.

For those reasons it is hoped that the county commissioners will go into the needs of the city schools not alone with preconceived notions as to the unwiseness of spending money for anything now or ever again. If we are going to continue to operate schools we shall require sufficient space to house the steadily increasing enrollment, and that the necessary funds can be obtained just at this time with a 30 per cent outright grant from the Federal government makes it seem all the more reasonable that we should not postpone longer what should and must, too, be done at once.

FAYETTEVILLE, N. C.
OBSERVER

OCT 12 1933

EDITORIAL CORRESPONDENCE

Raleigh, N. C.

While the principal factor in the withdrawal of the Tyrrell county mandamus action to compel the State to buy busses to transport its children to school was that, if pressed, it might have compelled the State to supply transportation facilities for 100,000 or more negro school children, it was not learned until today that Governor Ehringhaus was personally responsible for the dropping of the action by those who had instituted it and that he personally acted as the attorney for the School Commission when Attorney General Brummitt was too busy with other matters to handle the case. The Attorney General agreed to appear for the Commission later on, however, but could not appear for it at the time the mandamus was to have been heard.

When the School Commission first heard of the Tyrrell county action, by which the county sought to compel the Commission to purchase the busses needed to transport its school children to school, the Commission at once dispatched a committee to confer with the Attorney General, since under the Constitution it is the duty of the Attorney General to defend all court actions brought against the State or any of its divisions. When the committee had laid its case before him, he said that because of the press of other matters and a case necessitating his appearance in Washington, he would not be able to handle this case unless it should be postponed. The School Commission was anxious to dispose of the case as soon as possible, however, since it was of tremendous potential importance. So the Attorney General suggested that the committee call upon the Governor and ask him to employ special counsel to represent it in this case, according to the version heard here today.

The committee representing the School Commission then went to confer with the Governor. After the committee had outlined the situation, Ehringhaus is understood to have told the committee that instead of employing special counsel, which would involve considerable expense to the State, he would be glad to act as attorney for the commission and would do what he could to settle the matter. He immediately got in touch with the attorney in Tyrrell county for those who had instituted the mandamus action, got him to come to Raleigh for a conference and as a result of this conference, the action was dropped. But before it was dropped, the Governor even went so far as to personally prepare the judgment which he would have requested of the court, had the matter ever gotten that far.

There is no doubt that the Attorney General was busy at that particular time and had to be out of the State for several days. It is also agreed that the Governor is usually just about as busy as any State official, generally a good deal busier. Right at this time he was unusually busy with the tobacco price situation on his hands and trying every way possible to get some action in Washington. But Governor Ehringhaus was not too busy to personally act as the attorney for the School Commission in this Tyrrell county case and which involved the possibility of costing the State at least $1,000,000 a year more for transporting children to school. The Governor also preferred this course to the expenditure of several hundred dollars for special counsel, although he had full authority to employ an attorney to handle this matter for the Commission.

As a result, the Governor settled the entire matter, which threatened to undermine the new school law and to increase the cost of transportation alone by at least $1,000,000 a year, without the expenditure of a single cent of the State's money, unless it was the cost of a long distance telephone call. In securing the withdrawal of this mandamus action, the Governor, acting as his own Attorney General, also eliminated for this year, at least, the possibility of the State being compelled to provide additional transportation facilities for school children not already provided by the counties last year and staved off another raid by the counties on the State school appropriation. If the raid had succeeded, it would have meant, of course, that the additional money for transportation and equipment would have had to come out of teachers' salaries and that the salary schedule would have had to be reduced still more.

CHARLOTTE, N. C.
OBSERVER

OCT 29 1933

SCHOOL BUILDING.

To meet present building needs for schools in Charlotte, the City School Board has formulated a project to undertake an elaborate and impressive construction program for the immediate future in which it is proposed to take advantage of the opportunity of getting the necessary money from the public works funds of the Federal Government.

With the plan in general, The Observer is unhesitatingly in favor although it does not pretend to commit itself to the idea that the project in all of its specific details is acceptable, notably as to the proposed costs involved.

That, however, is not at this time of material moment. Although, of course, the financial feature is of major consideration, at this stage of the movement it can safely be set aside in order to focus public attention upon the need which the school authorities are able to reveal, and in order, also, to point to the desirability of going forward with the enterprise at this particular time and under these particular terms.

The school board is asking in its prospectus, or estimating as a cost for the work it has in mind, an outlay of approximately $700,000. That is subject to further discussions, if necessary. It may not be necessary. Before any part of this whole project is undertaken, it must not only have the sanction of local authorities, including the Board of County Commissioners, the tax-levying body for the entire county, but it must, thereafter, pass in review before the State School Commission, every phase of it including that of the cost.

And when this outside authority shall have inspected the proposal and made its recommendations, the project moves on to Washington where in every detail it will again be reviewed before the Government will allow its money to be spent upon it.

The citizens of the community, therefore, may feel measurably safe that no undue ex-

travagances will be allowed and that whatever of the whole proposition is ultimately approved by all of these scrutinizing authorities, the wisdom and the necessity of these expenditures will have been validated.

If not, there will be time left for protest if citizens of Charlotte in any great numbers should feel that the undertaking is at any point vulnerable.

The positive and attractive phases of the enterprise, however, are insistent.

The rooms are needed. The present buildings are over-crowded. New sections that have never had such accommodations are rightly clamoring for buildings and these are included in the prospectus. In almost every case where additions are being proposed to present buildings, the authorities are able to show by statistical evidence that efficient school room work is impossible under the present crowded conditions.

More than that, the net ratio of school population growth argues that if the time has not already arrived, it is not far away when a far more impressive program of construction will be essential in order to maintain a building parity with the population increase.

It is noteworthy and should be one of the strong points in favor of this program that for the first time in multiplied years it is now being proposed to provide in somewhat adequate measure at least for the negro school children of the city who, under present arrangements, are receiving hardly respectable educational attention.

The vital phase, however, of the proposed program has to do with the method of financing. Whatever the Federal Government will allow to be applied will be allocated to the city for this purpose at a low rate of interest and only 70 per cent of the whole will constitute a loan to the municipality, the Government making a contribution of 30 per cent.

This is an arresting feature of the Public Works program of the Washington Administration in general—the circumstance that cheap money is available and that some of it is actually donated to the political unit which utilizes it.

And that leads, finally, to the consideration that this program offers this community an open door to undertake a worth-while project not only, but to leap in with both feet into the purposes and practical aims of the Administration in stimulating a return of better conditions by providing employment for the idle.

In view of all of these impressive phases of the issue, The Observer feels that the citizens of Charlotte who think fairly and soundly through the school board's program will find it not a fantasy, but a practical, worthwhile and meritorious movement and one that will contribute vitally to the city's civic development.

Education - 1933

North Carolina.

Common Schools, Condition of

CHARLOTTE, N. C.
NEWS
OCT 8 1933

DOES IT MATTER, HE ASKS, THAT NEGRO SCHOOLCHILDREN HAVE DESK SPACE ON THE FLOOR?

Sirs:

When the question of a supplemental tax for schools was being discussed, I ventured to assert on this page that, if the election failed, Negro children would suffer most, and it is only necessary to make a brief visit to the Negro schools now to find ample proof of this assertion. I met a friend in Chicago this summer, a resident of a mid-west city, who is planning to move South to establish a business. This man is easily worth $50,000 and plans to invest it in some Southern city. He asked me for some information about Charlotte, its schools, churches, real estate values and opportunities in general for Negroes. If I were to answer him now on the school question, I would feel obliged to tell him of my recent visit to Myers Street school where I found one teacher with 89 pupils and only 40 seats in the room, another with 84 pupils with a maximum seating capacity of 44.

Still another teacher had 65 pupils with 40 seats and conditions nearly as bad in other rooms. These teachers were resorting to alternation in granting privilege of seats and one child complained that she had not been given her turn. 22 pupils in one room were actually sitting on the bare floor, with the exception that they used newspapers as a carpet, so determined were they to stick it out.

God pity these teachers! They will always have a warm spot in my heart for their bravery in facing such a situation, and yet all of us know that nothing is really being accomplished under such conditions. These children will be handicapped for life, for what they failed to learn this very year. I am not raising the question of what would be done if these children were not colored, for the answer would be too obvious. The trouble is that their parents do not have the money for prestige to change these conditions, or these helpless children would not have these hardships to face.

I cannot believe that the friends of humanity in Charlotte really know of these conditions, or, does it really matter whether those of us who are trying through thick and thin to be boosters for the Queen City have something of value to hold out to worth-while Negroes who want to come this way? Does it really matter whether Negro children have the necessary convenience to do a real day's work in school?

A. E. SPEARS.

Charlotte.

CHARLOTTE, N. C.
NEWS
AUG 14 1933

IT IS CERTAIN, WE THINK, THAT THE NEGRO WOULD GAIN NOTHING BY VOTING NO.

Sirs: This is to Negro voters.

I am in favor of the 20-cent school tax for two reasons. First, I want my children and yours to have the best possible opportunity to prepare for life's work. The citizens of Durham have recently voted a supplemental tax of 20 cents on the $100 valuation which guarantees a full 9 months term with adequate facilities, while several other cities in the State are to vote on this question in the next few days, and, certainly, since Charlotte is the largest city in the State it should not take second place to any other in providing for the training of its children. Second, it has been pointed out to our group that we have little to lose in this fight (for verily it is a fight) when compared to our white citizens, whose 12th grade and technical school are threatened in addition to the ninth month.

I have no brief to offer for any school board that would practice inequality in the distribution of educational funds. There is no good reason that Negro children should be denied any of the facilities afforded other children out of public funds, for in the final analysis our horde of Negro tenants who pay exorbitant rents are the persons who will pay the tax for our wealthy landlords, which, by-the-way should give them an added right to vote on this question. Yes, the Negro children of Charlotte should be given equal accommodation in all things pertaining to public education, but it would be a poor policy on our part to sacrifice what we have as a revenge. Fact is that Negro children will suffer most for the majority of our children have no other means for an education. The majority of Durham Negroes voted for the tax and have thus made certain a standard high school training for their children. Lets go to the polls early Tuesday and vote yes on this question.

A. E. SPEARS.

Charlotte.

North Carolina

Education-1933

Common Schools, Condition of.

Winston-Salem, N. C. News
Wednesday, January 25, 1933

Committee to Investigate Relative Status of Negro Schoo[illegible]hout State

APPROPRIATIONS BODY ACTS ON APPEAL MADE BY HEADS OF COLLEGES

Relativity in Allotments Is Requested By Leaders.

DOUGHERTY MAKES PLEA

White Teachers Colleges Claim Appropriations Unfairly Proportioned.

JEFFRESS OPPOSES CUT

State Highway Commissioner Says Loss of $2,000,000 Will Seriously Cripple Maintenance of the Highways.

Daily News Bureau and Telegraph Office 406 Wachovia Bank Bldg., Fayetteville St.

Raleigh, Jan. 24.—Heads of negro state institutions begging the joint appropriations committee this afternoon for more money than the $106,640 allotted the five schools, impressed the disbursers enough to get a special visitation of a joint committee which will study the status of these colleges and report during the present session.

All signs this afternoon are that time won't be to hunt. The prospects for another half year's sitting grow handsomely with the days. The negro schools held the stage principally, but Chairman E. B. Jeffress, of the state highway commission, went before the committee and submitted a few observations on the proposed measures to lift revenue from the highway fund and to co-ordinate the state roads organization with the state's prison.

To get a report on the negro schools, the joint committee went into executive session and named Senator E. M. Land and A. H. Gwyn, Representatives Ernest Graham, H. L. Taylor nad G. A. Barden to make the survey. While nothing was given out as to the purpose of this visitation, it is reasonably certain that the uniform charging of tuition will be recommended. The failing revenues available for these schools make necessary such a course, members of the committee seem to think.

Per Capita Costs.

The hearing this afternoon revealed a wide margin of per capita costs. President B. B. Dougherty's Appalachian Teachers college survives on $40 and the University of North Carolina on $189. The speech of Dr. Dougherty was a warm protest against such low rating in the aggregate. He was not proud of living on such an amount. But his competing fellows called him a financial wizard. If he should turn out to be the successor to Henry Burke, or even Ogden Mills in Washington, President Roosevelt could go farther and do worse.

Before the school men arrived Chairman Jeffress had a little inning with the appropriations committee and the highway head just told the appropriating agency that his department cannot do the work on what they have tentatively allotted.

The newspaper publisher who might have been dogmatic, was not. He was unable to say what would happen if the state highway department should be fused with the state prison. That said, he expressed the belief that the two millions diverted from the highway fund to general purposes takes entirely too much from maintenance. His department can manage to get along on $7,500,000 if there is no new construction or reconstruction, but the chairman referred to 3,000 miles that will need this doing over. He was certain that there could not be proper maintenance on $200 a mile. He does not think the commission can get along on less than he asked for for the two years.

There was quite a lively presentation of the cause of certain farm agencies and extension work threatened by the all pervading economy.—

Bruce Webb, of Asheville, made a warm plea for the continuation of these agencies. So did Kerr Scott, head of the Grange. Both men looked to worse days. There will be food hoarding, necessary frugality because of the times. And thieves will break through and steal even as moth and rust corrupt and pilferers push their way into these goods classically described by the Bible. The word was, don't monkey with these agencies—they are needed.

Statistics Cited.

Mr. Dougherty took the sheets furnished the committee showing per capita costs of $189 for the university, $147 for State college, $148 for Woman's college, $123 for Western North Carolina Teachers college and the $40 for Appalachian Teachers of the whites and the $124 for A. and T. college, Greensboro; $173 for North Carolina College for Negroes in Durham, the $119 for Winston-Salem Teachers college, $59 for Fayetteville normal, and $77 for Elizabeth City normal, all negro institutions. Pembroke Indians run on $71.

"There ought to be relativity in these appropriations," Dr. Dougherty said. "If it costs $119 to instruct a negro girl in Winston-Salem, surely more than $40 should be allotted for the per capita maintenance of boys and girls in our schools. And I am not asking you to cut anybody else. I recently visited the college in Winston-Salem. It is doing fine work and should have every cent that it has been given."

Appalachian had requested for the next two years $85,545 each and the budget commission had recommended $43,290. Mr. Bowie asked Dr. Dougherty if other state institutions had been as economical as his if the budget would not now be balanced. Dr. Dougherty said he did not know about that. He explained that his school has teachers only and that they pay no tuition. The state appropriation last year was $84,000 the 30 per cent cut dropped it to $58,800, there were collected in fees $104,962 and the balance was $25,135 He thought there should be $60 per capita and $65,000 voted his school

President F. D. Bluford, of the A and T. College, Greensboro, spoke for his school which had asked for $44,720 the first and $43,000 for the second year. The budget commission recommended $28,630.

Dr. Bluford told the committee that educational emphasis in negro schools has shifted during the past 10 years from high school to college training.

"And the negro teachers must meet the same standard as other teachers," he said. "Eight years ago when we were largely a high school with a few college students, we were receiving $65,000, or $35,000 more per year than the budget bureau is recommending for the institution during the next biennium." He argued that negro education costs will be more than saved in the reduced number of persons in charitable and correctional institutions. The $44,000 requested would make A. and T. a standard institution.

Shepard Blarneys Burke.

President James E. Shepard, of the North Carolina College for Negroes in Durham, spoke for his institution

In billiards the players tell about getting the English on the ball. Dr Shepard certainly got the Irish on Mr. Burke. "North Carolina owes a debt of gratitude to him for his efforts to steer the ship of state safely over the tempestuous seas which have lashed our commonwealth for the past few years," Dr. Shepard said. "He has tried to carry out the laws successfully and impartially. He has cut us all alike without fear or favor. Color and creed have meant nothing to him." A superbly diplomatic way of saying a parishioner of the pope and hibernicist throughout he has given the black man a square deal.

The Durham educator said $100,000 scattered along the five negro institutions would work the miracle which poverty waits to perform. But if the committee would give him, not the $42,500 minimum on which he can do the work of a grade A college. "I am here to state that if you will give us an appropriation of $32,170 I pledge you my word that we will run a school for the next two years which will be a credit to North Carolina."

He said his school should be the University of North Carolina for the negroes in the state. While speaking with superb eloquence he said white people do not always relish censure, but he has found them fair and ready to take it.

Attorney R. M. Gantt, pleaded as a member of the board of trustees, what Dr. Shepard offered, and causing Senator John Sprunt Hill to nod approval in testimony to the high esteem in which Dr. Shepard is held in Durham, introduced John B. Crudup, another member of the board, who gave tribute to the school.

President Atkins, speaking for Winston-Salem's institution, found the brick manufacturing without straw hardest of them all, but he made a hit as did Elizabeth City and Fayetteville representatives. These spokesmen laid their scholastic lives right on the consciences of that committee and it named a committee to inquire.

TEACHERS COLLEGE AND NEGRO SCHOOLS TO BE LOOKED INTO

Raleigh, Jan. 24.—(AP)—Investigation of the present status of teachers colleges and negro institutions of the state was ordered this afternoon by the general assembly's joint appropriations committee following hearings for all such institutions.

The action was taken in executive session and bare facts concerning the nature of the investigation were officially given out.

Committee members said the study will be made with a view of "co-ordinating work done with a view to eliminating similar types of work now conducted in different institutions."

Another step favored by committee was payment of tuition by all prospective teachers. Such students now are not required to pay tuition.

The Chapel Hill branch of the consolidated institution would also be affected by such a step even though it is not included in the list of institutions to be investigated by the committee.

The teachers colleges affected are: East Carolina Teachers' college, Western Carolina Teachers' college and Appalachian Teachers' college.

Negro institutions affected are: Negro Agricultural and Technical college, North Carolina College for Negroes, Winston-Salem Teachers' college, Elizabeth City State Normal school and Fayetteville State Normal school.

Winston-Salem, N. C. Sentinel
Sunday, January 22, 1933

Appeal For Education Of Negroes Is Sounded

Spaulding Urges State to Avoid Cut in Appropriations

Would Increase Cost of Courts

Asks Equitable Distribution of Funds

An appeal to the state legislature and white people throughout North Carolina to prevent a cut in the ap-

propriations for Negro education is contained in a letter written by C. C. Spaulding, Negro, president of the North Carolina Mutual Life Insurance Company of Durham.

Terming the situation alarming, Spaulding points out that if the appropriation for education is decreased, the appropriation for courts and the suppression of crime will have to be increased.

The leter in part follows:

"What is to be the future of our institutions of higher learning in North Carolina? Every thoughtful citizen realizes that enough money is not being appropriated to them for these institutions to be able to continue the great work of educating the leadership of the state.

"While I realize that there is lack of sufficient funds in the cases of higher institutions of learning for whites in North Carolina, I also realize that there is a greater lack of funds on the part of the higher institutions of learning for Negroes. It becomes my duty, therefore, as a Negro citizen in North Carolina to appeal to the fair-minded people of this state for a more equitable distribution of funds for these institutions.

"For the Negro institutions of higher learning in North Carolina there has been recommended the small sum of $106,640 for each of the next two years. This amount is to be apportioned among five Negro institutions. The recommendation for our liberal arts college in Durham is only $24,000. Every man, white or black, who knows about the cost of education, realizes that a standard grade "A" college cannot be operated on such a small appropriation.

"We boast of what North Carolina has done and is doing for the education of the Negro portion of its population. Yet, can we truthfully boast of the lead which we are taking in the face of facts such as these:

"Tennessee gives $168,000 for the higher institutions for Negroes; Florida gives $141,550, Georgia gives $104,000, West Virginia gives $250,000, and Missouri gives $250,000.

"In addition to the above amount, the legislature of Missouri appropriated $15,000 to pay the tuition of Negro students attending institutions not located in Missouri and taking courses offered by Missouri University and not offered by the Negro university. For instance, they tried to carry out the law to provide equal training to both races. West Virginia did the same.

"Teachers in our Negro colleges must meet the same scholastic requirements as teachers in white colleges. The training of Negro college teachers costs the same as that of white college teachers, yet the salary scale for Negro teachers is far lower. A horizontal cut in salaries of Negroes in North Carolina, whatever the vocation is not fair, and our honorable Governor Ehringhaus is eternally right when he opposes a horizontal cut in any salary scale. Many things should be taken into consideration for both races.

"The citizenship of North Carolina has recognized the importance of the education of its population if the state is to progress. This educational program must of necessity include the two races who live side by side in its boundaries, and it should be along fair and equitable lines, so there will be no cause for bitterness or the plea of injustice.

"North Carolina has a deficit. Can we rightfully blame our educational institutions, white or black, for this deficit? Would not North Carolina face a worse plight should it refuse sufficient funds to educate the people? Our whole country faces a crucial situation and we have got to look largely to the products of our educational institutions for the safe and sane leadership to see us through."

Winston-Salem, N. C. Sentinel
Sunday, Morning, Sept. 22, 1933

Out of the Same Spoon

Advocating further cuts in expenditures for public education in North Carolina, *The Charlotte Observer* says:

'Retrenchment must be general and without exception. Everybody in North Carolina must now, governmentally, go to eating out of the same spoon."

The vital fact the Charlotte paper overlooks is that if everybody could be made to eat out of the same spoon, it would not be necessary seriously to cripple our public school system any further.

If all departments and agencies of the State government had been cut down to the level of average expenditures for schools two years ago, the State would not be in its present financial plight.

If, even now, the Legislature will bring all departments of the government down to the level of school costs, no further severe reductions will be necessary in expenditures for public education.

The people should keep in mind the facts about expenditures for schools as compared to expenditures for other purposes. Last year, for example, the State spent $16,000,000 for schools and $18,000,000 for highways.

That is not all eating out of the same spoon, even if it be granted that paved roads are as essential as schools to government in a democracy, which we, for one, never shall admit.

The people should remember that 1,220 fewer teachers are teaching 83,000 more pupils fourteen and one-half days longer for $3,000,000 less per year and that the total expense of operating our schools has been cut $9,000,000 since 1929.

They should remember also that teachers' salaries in this State were cut to start with. They always have been. And the same is true of cost per pupil in this State. It has never been $37.50 per year as against a national average of over $75 per pupil per year.

Accurate information on this eating-out-of-the-same-spoon business can be obtained from the latest reports of the Director of Personnel in Raleigh and the State Superintendent of Public Instruction.

From these reports we find that last year 17,127 white teachers, principals and supervisors in the State received an average salary of $71.66 per month on a twelve-month basis, or an annual salary of $859.50.

In the same reports, it will be found that the average salaries of the people employed by the State in the 97 different classifications of the State Highway Commission ranges from $1,787.55 to $2,270.

The report of the Director of Personnel, page 5, shows that the 9[illegible] people on the State pay roll, on boards, commissions, in departments and elsewhere, including everything from the Negro janitors and messengers and elevator operators to the highest paid state official, drew an average annual salary last year of $1,625.

If they are cut 32 per cent. now, as suggested by the Budget Bureau, the average annual salary of all of these officials, stenographers and Negro employees will still be $1,205.

Yet they propose to cut the already average annual salary of $859.50, paid to teachers and high-school principals another 15 per cent.

They would cut the meager salary of $71.66 per month paid to teachers, while the average monthly salary of people working for the State Highway Commission, including everything from junior guards of prison camps to engineers, ranges from $148.97 to $189 per month.

This is not all eating out of the same spoon.

The truth is, it will be a great day for the teachers if they are ever permitted to eat out of the same spoon with political appointees and employees of North Carolina. It will mean a feast from a bigger spoon than they have ever heretofore enjoyed.

In the report of the Director of Personnel on page 5 of appendix A, it is found that the monthly salary last year of one of the employees of the State, listed as a cook, was $69.33. If this cook got his board at the place he cooked, as is the usual custom, he had a considerably better job, so far as financial remuneration is concerned, than the average white teacher in North Carolina.

On the principle of all eating out of the same spoon, the Legislature should do a great deal of cutting everywhere else, before it starts again on the teachers.

Windsor N.C.
Advance
Sept. 22. 1933

Negroes Ask State For School Trucks

Delegation Raleigh Last Week In Interest Negro School Here

A delegation of Negro leaders of Windsor and Indian Woods townships were in Raleigh last Wednesday before the State School Commission seeking transportation facilities for the Negro high school students attending the high school here for their race.

With only one high school in this section of the county for the Negro race, the delegation requested the State authorities to put State-paid trucks in operation for transportation of Negro students the same as furnished for white pupils to consolidated schools.

For the past several years trucks have been used to transport Negro pupils here from various distant points, but the expense of all of these was maintained by the patrons of the school out of their own pockets, although abandoned equipment formerly used by the white schools was donated to this use by the county board of education.

Since all school transportation is now paid for out of state funds and supervised by the authorities at Raleigh, the request of the local Negroes for state-furnished transportation for their high school here rests for decision with the Raleigh authorities.

North Carolina

Education — 1933

Common Schools, Condition of.

Spaulding Calls On State To Help Negro Education

President of Mutual Life Insurance Company Presents Figures to Show That Other States Are Doing More Than North Carolina.

Daily News Bureau and Telegraph Office
406 Wachovia Bank Bldg., Fayetteville St.

Raleigh, Jan. 22.—President C. C. Spaulding, of the North Carolina Mutual Life Insurance company of Durham, has sent to the members of the general assembly and "to the white people of North Carolina," an appeal in behalf of the negro institutions of the state which are threatened by the unprecedentedly small appropriations provided in the budget appropriations bill.

The Durham business man, one of the best known of his race throughout the world, does not get very sentimental about it, but he delivers pretty nearly the knockout blow. He has been willing to believe that North Carolina is, by comparison, something of a negro paradise. But he will shock the assembly when he presents official evidence that Tennessee, Florida, Georgia, Missouri and West Virginia beat North Carolina badly in their appropriations for negro education.

Got Official Records.

Nobody in North Carolina would have imagined that any state in the union with a considerable negro population has done better, certainly during the depression, than North Carolina, but this scientific business man got all the records from official sources before he appealed. He has sent this statement and laid it on the conscience of the white people and their representatives here in Raleigh.

President Spaulding says:

"What is to be the future of our institutions of higher learning in North Carolina? Every thoughtful citizen realizes that enough money is not being appropriated to them for these institutions to be able to continue the great work of educating the leadership of the state.

"While I realize that there is lack of sufficient funds in the cases of higher institutions of learning for whites in North Carolina, I also realize that there is a greater lack of funds on the part of the higher institutions of learning for negroes. It becomes my duty, therefore, as a negro citizen in North Carolina to appeal to the fair-minded people of this state for a more equitable distribution of funds for these institutions.

"For the negro institutions of higher learning in North Carolina, there has been recommended the small sum of $106,640 for each of the next two years. This amount is to be apportioned among five negro institutions. The recommendation for our liberal arts college in Durham is only $24,000. Every man white or black, who knows about the cost of education, realizes that a standard grade "A" college cannot be operated on such a small appropriation.

"We boast of what North Carolina has done and is doing for the education of the negro portion of its population. Yet, can we truthfully boast of the lead which we are taking in the face of facts such as these.

"Tennessee gives $168,000 for the higher institutions for negroes, Florida gives $141,550, Georgia gives $104,000; West Virginia gives $250,000; Missouri gives $250,000.

"In addition to the above amount the legislature of Missouri appropriated $15,000 to pay the tuition of negro students attending institutions not located in Missouri and taking courses offered by Missouri university and not offered by the negro university. For instances, they tried to carry out the law to provide equal training to both races. West Virginia did the same.

"Are our resources less than these states, and thus are we rendered less capable of providing educational opportunities for all our population? According to statistical facts concerning revenues, we can not excuse our meager support of our negro institutions.

"Teachers in our negro colleges must meet the same scholastic requirements as white college teachers. The training of negro college teachers costs the same as that of white college teachers, yet the salary scale for negro teachers is far lower. A horizontal cut in salaries of negroes in North Carolina, whatever the vocation, is not fair, and our honorable Governor Ehringhaus is eternally right when he opposes a horizontal cut in any salary scale. Many things should be taken into consideration for both races.

"The growth and development of the resources of North Carolina call forth the pride of all its citizens white and black. The economic depression, which we are now experiencing, does not lessen this pride, for it has been ours to forge ahead despite handicaps.

"The citizenship of North Carolina has recognized the importance of the education of its population if the state is to progress. This educational program must of a necessity include the two races who live side by side in its boundaries, and it should be along fair and equitable lines, so there will be no cause for bitterness or the plea of injustice.

"North Carolina has a deficit. Can we rightfully blame our educational institutions, white or black, for this deficit? Would not North Carolina face a worse plight should it refuse sufficient funds to educate the people? Our whole country faces a crucial situation and we have got to look largely to the products of our educational institutions for the safe and sane leadership to see us through.

"I am a business man and I know the value of the plea for economy. I also know that there is economy which ceases to be economy and means death to the enterprise business which practices it. Whenever you decrease appropriations for the educational system of the state, then appropriations for the courts and the suppression of crime must be increased.

"Our negro institutions have nothing in the beginning which ought to be cut. To give a negro institution $30,000 and then cut it 30 per cent is not fair. When the appropriations have been granted, our institutions have been cut to the bone. To cut agains means to cut the heart out.

"I hereby appeal to the white citizenship of North Carolina to awake to the need of our higher institutions and to lend your influence and support to alleviating the social ills which beset us."

N[illegible] C. Patriot
[illegible] January 30, 1933

Lincoln Heights

Few schools for the colored in North Carolina have made greater progress than Lincoln Heights. Recent improvements about the campus given the school a place among the best in the matter of physical appearance. The way the faculty of Lincoln Heights has gone about using the money allowed them from the federal aid relief fund is highly commendable.

The excellent instruction given at the school is cause for congratulation. It has a standard elementary school, one of the two in the county.

Five hundred and fifty students are being given the type of training which will make them better citizens. The race can be proud of this institution

NEW BERN, N. C.
SUN JOURNAL

Ed.

JAN 18 1933

Improving School Properties

One need not travel far to be impressed, in Craven and adjoining counties, with the work which is being done now in beautifying school surroundings. Colored and white schools appear to be participating alike, whether or not there is any organized movement in that direction.

It is a comparatively simple task to take up stumps and level off the school grounds, to lay out walks and plant a few native shrubs and trees. In most communities other shrubs and flowering plants are available, but it is easily possible to make a school grounds very beautiful with just those shrubs and trees which may be obtained in the woods most anywhere in this part of North Carolina.

There is no better proof of the fact than the change which is being made now on many school grounds. And in each instance the beautifying of the school grounds builds more pride in the community and is reflected in the home surroundings. It brings to the young folk in school a new appreciation of the worth of efforts in that direction.

At most homes some effort at beautification is possible. It is not always possible to bring about that effort by direct contact with the older folk, and in many instances they have been too long content with conditions as they are. But even they may be awakened to a new interest when they see the effort and accomplishment of the younger people.

Asheville, N. C., Citizen
Friday, February 3, 1933

What Are The Facts?

It was stated at the Raleigh mass meeting Tuesday night that 'the daily average attendance of pupils has increased in North Carolina 83,303 since 1928-29." This statement, if correct, is interesting and important. Has school attendance not been cut in North Carolina this year? Was it not cut last year? The figures would be enlightening.

The annual report of the superintendent of education in South Carolina, released to the general assembly of that State this week, states that in South Carolina more than 200,000 children of school age are not attending school. Out of a total of 676,381 children of public school age, both whites and Negroes, it is stated, only 475,074 were enrolled.

Further, "although 70 per cent of the children of school age in South Carolina were enrolled in the institutions, the total school population in average attendance amounted to only 55 per cent," or about 372,000. The figures are for last year.

In the white schools of South Carolina 202,394 children were enrolled for the 1931-1932 session in the elementary grades while in the accredited high schools there were only 43,956.

W have not seen the comparative statistics for North Carolina but if, as indicated in the statement made at the Raleigh meeting, school attendance in this State has actually increased that is a phenomenon of considerable significance.

What are the exact facts? It is highly desirable to know.

Charlotte, N. C. Observer
Saturday, January 28, 1933

T. 28

Negro Education in State

To the Editor of The Observer:

I read the recommendation coming from Raleigh, relative to both white and negro schools for high education. As I looked over the allotment, an object struck my sight. I noticed that one institution for white was to receive over three hundred thousand dollars, and that all of the higher institutions of learning for whites were to receive over one million and a half dollars, while the five negro institutions were to get just a little over one hundred thousand dollars. Of course there are more white schools than there are colored, and they are larger because there are more people.

But I think to be fair to the negro of this old North State, who, boasts of what she has done, and is still doing for the negro along the line of education, that the appropriation for the five schools of high education for negroes would at least be as much as has been recommended for the University of North Carolina or if that is too much to expect, it should have been half as much. When I saw these figures, within my mind a thousand thoughts revolved. I wonder how the negro has been able to measure up to the standard, but somehow he has been able to pull through. I am thinking of Ham Bone's meditation, "The negro can do more with less money, and less with more money than any body." There is no question about it he is doing a whole lot with a little money.

I want to thank Mr. Spaulding, for speaking out at this time. Who knows but what it wasn't destiny for him, one of the outstanding men of the negro race, one who has made good in business, and is a citizen of high repute, to speak out for his race in a time like this.

It seems that North Carolina is leading in negro education is talk. There is an old saying "that talk is cheap, but it takes money to buy land." The old North State must stop and consider Tennessee, West Virginia, Missouri, and even Florida. So that you can see that there is nothing to boast about, for there are battles to be fought, loads to be lifted, and races to be run.

(REV.) A. ELLISON.

Wadesboro, Jan. 25.

Winston-Salem, N. C. Journal
Sunday, February 5, 1933

Enrolment Of City's Schools Shows Gain

Records Reveal Names of 15,430 Students at End of Semester

Winston-Salem's public schools have shown a steady increase in enrolment during the past several years and the total enrolment at the end of the first semester of the current school year was 15,430, according to figures compiled by Hoy Holshouser, statistician for the schools.

The enrolment for the current year is an increase of 148 over the first semester of 1931-32 and 664 over the corresponding period of 1930-31. An unusual feature is that the enrolment in the Negro schools has shown a larger increase than the white schools. The increase in the white schools was 148 and that of the Negro schools was 191. However, the white schools showed a substantial increase over the Negro schools in the gain of enrolment over the first semester of 1930-31. The increase for the white schools wac 664 and for the Negro schools was 324.

The enrolment for the first semester in 1930-31 was 14,442 and for 1931-32 it was 15,091. This reveals a steady increase for each year.

The daily attendance average for the past semester also shows a substantial increase over the preceding years. The average for the semester was 14,058.6, which was an increase of 1,086.7 over the first semester of 1930-31, and 333.4 over the first semester of 1931-32.

The largest increase in enrolment during the past semester was shown by Atkins High School with an increase of 145 over the same period the previous year. Forest Park School was second with 59 and Richard J. Reynolds High School was third with 55.

Atkins High School also showed the largest increase in daily attendance with 150 for the past semester. Richard J. Reynolds High School was second with 56.6 and Forest Park was third with 55.5.

RALEIGH, N. C.
NEWS OBSERVER

JUN 3 1933

WHERE THE RESPONSIBILITY LIES

The primitive conditions in the public schools of North Carolina disclosed recently by Dr. James M. Parrott, State Health Officer, exist, it now becomes apparent, not only by neglect of school authorities but by the neglect of school authorities in direct violations of the law of the State.

Dr. Parrott in a letter to the Governor disclosed the fact that in a thousand schools in North Carolina absolutely no toilet facilities are provided for the children while in three thousand more only "bad" toilet facilities are provided. He also showed that a quarter of a million school children in the State attend schools where the water supply is bad or there is no water supply at all. In connectoin with these conditions he pointed to high mortality rates among school children in the diseases which have their source in filth.

The News and Observer is indebted to Mrs. C. B. Barbee of Raleigh, member of the County Board of Health, for the information that there have been in the statute books for a number of years laws which make punishable as a misdemeanor the failure of county boards of education, county school superintendents and county boards of commissioners to provide approved toilet facilities and good water supply in all the schools of the State.

Unfortunately these good laws, like other good laws have been allowed to become dead letters on the statute books to such an extent that the widespread condition described by Dr. Parrott now exists.

With the law available, the State does not need to wait for Federal funds for the literal cleaning of its house. Grand juries in every county in North Carolina ought to see to it that these laws are enforced even if it is necessary to call school superintendents, school boards and boards of commissioners to the bar of justice to do it.

In the shadow of the Capitol of the State there existed in Wake county according to the last survey of the county board of health three schools, one white and two colored, which provided no toilet facilities for the children. This last survey, it is true, was made two years ago. There is, however, little reason to suppose that in times of economy conditions have been improved. In that survey, out of 70 schools in Wake county, only 20 were given full official approval.

Under the law the responsibility for inspection lies with the board of health but the responsibility for maintaining decent facilities lies with the school authorities. In this matter, if Dr. Parrott's figures are correct, the school authorities have shown themselves woefully negligent of protecting the health of the children committed to their care. The law exists to force them to end this indefensible neglect. It ought to be enforced without fear or favor.

Oklahoma

Education—1933

Common Schools, Condition of.

Our Wonderful School Laws

Beginning this month Negro teachers in Muskogee wil be unable to cash their warrants, while the white teacher in the same city will continue on in the even tenor of thei ways. Their warrants will be cashed. In the face of thi situation, which has its counterpart in many sections o Oklahoma, we have Uncle Tom Negroes who say to whit people they are satisfied with the school laws of the state

The reason for this situation, according to the Muskogee county officials, is that the Negro fund, which they allege is derived almost wholly from an ad valorem tax, has beer depleted. The white schools, which are maintained thru other systems of taxation and fees, are enabled to cash warrants out of their sinking funds, created by taxing Negroes as well as white folk in a given district, but which funds are not available for Negro schools.

In many school districts, like the Arcadia area in Oklahoma county, Negroes are not permitted to vote in schoo elections when levies are made for additional funds for white schools. The law permits an independent district to levy up to 15 mills. When a bond issue is floated they in many instances are not allowed to vote on such issues. This forms the basis for the unconstitutionality of the law.

The Muskogee situation furnishes a fine opportunity for one to make his decision as respects our school laws. Here are county officials who apparently do not give Negroes their per capita tax, their proportion of the gross production tax, their percentage of bank clearings nor any of the other various school revenues.

Education - 1933

Common Schools, Condition of.

Pennsylvania.

No Interest In School Code Shown by Negroes

(Special to the Tribune)

HARRISBURG, Feb.—With the legislature convening last Monday night at 9 o'clock and continuing in session Tuesday past the midnight hour, the lower house had its first test of clashing between party groups and independent factions of the present session. Representative Darlington Hoopes, the Socialist leader from Berks County, started a filibuster shortly after 11 p. m. and would have continued until the next day in his efforts to have the Assembly withhold its approval of a continuation of an Army and Navy sufficiently large to preserve the honor and safety of the country.

Tired and sleepy members forced an abatement of the filibuster and an adjournment shortly afterwards.

Harris Big Factor on Milk Dispute

Dr. James J. Heffernan, chairman of the Committee on Health and Sanitation, in appointing a sub-committee to consider the grievances of the farmers of the states as against the wholesale milk dealers who it is claimed pay the farmers eight cents a gallon and retail the milk for forty-two cents a gallon appointed Representative Harris one of a sub-committee of three to hear the complaints and report thereon.

Repeal Snyder and Armstrong Act

The repeal of the state's prohibition enforcement act or otherwise the Snyder-Armstrong bill got off to a splendid start Tuesday when the lower house and the General Assembly voted to kill it by a vote of 136 to 62.

Before the vote was reached a verbal battle raged for more than an hour while the opponents of the Connors-Sowers bill sought by every conceivable avenue of objection to kill it, Representative Rhodes the brilliant lawyer and Democratic member of the House from Monroe County, fearful lest the Republicans would get credit for killing the bill fought vainly for postponement of action until a later date.

Representaeive Sarig, Democratic floor leader, and Representative Sowers, a Republican whip of the House, urged on by the applause of their fellow members and the overcrowded galleries and side aisles eloquently pressed the cause of the people as voiced at the polls at the November election. Philadelphia's vote was unanimous for repeal.

Colored Educators Absent

With the House and galleries of the legislature filled to overflowing with more than five hundred educators from every section of the state attending a public hearing and to give voice to their disapprovel of many clauses of the new school code encouched in House Bill No. 390 now pending before the House, it was noticeable that not a single colored educator was present to voice his opinion concerning the provisions of the new code.

Representative Hart has furnished the principals of all the colored schools in Philadelphia with copies of the new bill.

Steelton to Honor Colored Legislators

The colored citizens of Steelton have arranged to honor Representatives Hart and Harris at a public affair in appreciation of their defense of our group against recent insults in the General Assembly.

NEGRO TEACHERS AND THE SCHOOL CODE

THE Pennsylvania School Code provides in Article 1, Section 9, the following:--"No religious or political test or qualification shall be required of any director, visitor, superintendent, teacher or other officer, appointee or employee in the public schools of this Commonwealth."

It is to be observed that the Pennsylvania School Code deliberately neglects to make race or color one of the disqualifications to teach in the public school system. Section 719, which deals with distinction as to race and color, provides "no school director, superintendent, or teacher shall make any distinction on account or by reason of the race or color of any pupil or scholar who may be in attendance or seeking admission to any public school maintained wholly or in part under the school laws of this Commonwealth."

From the above, it will be seen that the school laws specifically prohibit any discrimination against scholars in the Pennsylvania school system. The law, therefore, is sufficient, if it is properly interpreted, to prevent any discrimination against Negro children.

However, the door is left open to discriminate against the Negro teacher, for the reason that the section dealing with the qualifications of the teacher simply deal with religious and political qualifications. It seems, therefore, that section 9 of article 1 of the Pennsylvania School Code should be amended to read that no religious, racial or political test or qualification shall be required of any director, visitor, superintendent, teacher or other officer, appointee or employee in the public schools of this Comwealth.

In view of the fact that the School Code is no wbefore the State Legislature for amendment, this is an opportune time to have the foregoing paragraph amended so that color or racial identity will not be a bar to Negro teachers teaching in any of the schools in the State of Pennsylvania.

Native of Tennessee, Who Advocated Separate Schools At Berwyn, Pa., Quits Under Fire—200 Pupils Kept Away From Old School—Teachers Drew Pay For Nothing.

BRYN MAWR, Pa., 17—Partial victory in the fight of Negro parents against a segregated school at Berwyn, near here, was claimed when it became known that Norman J. Greene, Jr., president of the school board of Tredyffrin township, had resigned. Greene is a southerner, a native of Tennessee, who boasted for years that what the township needed was separate schools like they had back in the dear old South.

In June, 1932, Green announced that the new $250,000 township school would be opened in September to whites only, while Negroes would have to use the old school. The Bryn Mawr branch of the N. A. A. C. P. took up the fight and employed Raymond Pace Alexander of Philadelphia to carry on their legal battle.

During the entire school year of 1932-33, parents kept more than 200 children away from the jim-crow school. The colored teachers engaged to teach there simply reported and drew salary checks, having no children to teach. The legal fight is continuing with Attorney General Schnader openly refusing to assist the parents in accordance with the provisions of the state law. Greene's resignation is regarded as the forerunner to the collapse of the jim-crow experiment by the school board.

WANT TEACHERS IN PITTSBURGH

PITTSBURGH, Pa., — A determined effort is being made to have colored school teachers placed in the city system here.

The present fight is being waged by the 13th Ward District, 5th Ward Improvement Association.

Following a request made to the board of education the Association received last week examination papers for prospective teachers.

Three Judges Reply To Tribune's School Board Questionaire

Last week the TRIBUNE carried a reproduction of a questionnaire on its front page which was sent by registered mail to the known candidates seeking election to the bench of the Court of Common Pleas.

Questionnaires requesting the respective candidates' attitude on segregated schools and whether they objected to a Negro on the Board of Education were sent to the following candidates: Hon. Harry S. McDevitt, Hon. Edwin O. Lewis, Hon. James Gay Gordon, Jr., Hon. Edward A. Kelly, Hon. John E. Walsh, Hon. Albert S. C. Millar.

Judges James Gay Gordon, Jr., and Albert S. C. Millar and Mr. Edward A. Kelley have made no reply. Perhaps they have not had time to answer or maybe they consider the school question and the educational rights of Negroes of such little importance that they will not answer. The coming weeks will tell.

As was stated last week the TRIBUNE will publish the replies or refusals to reply. The questionnaires were sent in a spirit of fair play so that Negro voters would know how the respective candidates stood on a question of great importance.

Judge McDevitt's Letter

E. Washington Rhodes, Esq.,
Editor, The Philadelphia Tribune,
Philadelphia.

My dear Sir:

I have your inquiry of the 20th and am very glad, indeed, to answer the questions submitted.

I do not approve of racial segregation in the Public School or any other school system, nor do I believe that all racial groups except the Negro should have representation on the Board of Education. On the contrary, I think the Board of Education should be composed of representatives of all the people, regardless of race, color or creed.

The third question really needs no answer for on at least a half a dozen occasions I have submitted tothe Board of Judges for election to the Board of Judges for election name of Dr. John P. Turner, a reputable Negro physician, no doubt well known to you. I am satisfied that eventually I will be successful in converting the other members of the Board of Judges to my point of view.

Yours very truly,

HARRY S. McDEVITT

Judge Walsh's Reply

E. Washington Rhodes, Esq.,
Editor, The Philadelphia Tribune,
526 S. 16th Street,
Philadelphia, Pa.

My dear friend Rhodes:

I am returning, herewith, your Questionnaire, which I have answered fully.

I do not know anybody whoever they may be, or wherever they may be, that would act towards any group or groups to make that group feel that a Questionnaire of this very very fair type should be considered necessary.

Very truly yours,
JOHN E. WALSH,
Judge.

Aside from the foregoing letter Judge Walsh writes on the questionnaire in answer to "Do you approve of racial segregation in the Public School System?"

No, unqualifiedly No.

In answer to question, "Do you support the proposition that all racial groups except the Negro should have representation on the Board of Education?" **"No! such a question!"**

He answered unqualifiedly No to this question, "Would you withhold your vote from a capable citizen who was a candidate for membership on the Board of Education simply because he was a Negro?"

Judge Parry's Answer

E. Washington Rhodes, Esq.,
526 South 16th Street,
Philadelphia, Pa.

Dear Mr. Rhodes:

In reply to your letter of July 20th requesting my views with ragard to the Public School system I can only say that I am altogether unfamiliar with the subject and cannot express my opinion until I have formed one.

Speaking generally, however, I can see no reason at all why representation should depend on race The only reasonable ground for selecting a man for office is that of fitness for the position. If, however, the principle of racial representation is adopted there should not, of course, be discrimination against a particular racial group. I should not think it proper for

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PHILADELPHIA, PA.
RECORD

SEP 8 1933

NEGROES DEFY EDICT OF SCHOOL BOARDS

Again Refuse to Allow Children to Go to Segregated Classes.

By JOSEPH H. RAINEY

Negro parents of school children in Easttown and Tredyffrin townships defied the joint school board yesterday. They continued their policy of last year of keeping their children home rather than sending them to schools specially designated for Negroes.

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PHILADELPHIA, PA.
RECORD

SEP 9 1933

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She explained that wards have been sent to Devon for years by the Alliance and have been schooled there. Last year, however, when the segregation question came up and the Negro parents agreed to keep their children home, she sent for the wards and registered them in school here.

Three Judges Reply To Tribune's School Board Questionaire

Last week the TRIBUNE carried a reproduction of a questionnaire on its front page which was sent by registered mail to the known candidates seeking election to the bench of the Court of Common Pleas.

Questionnaires requesting the respective candidates' attitude on segregated schools and whether they objected to a Negro on the Board of Education were sent to the following candidates: Hon. Harry S. McDevitt, Hon. Edwin O. Lewis, Hon. James Gay Gordon, Jr., Hon. Edward A. Kelly, Hon. John E. Walsh, Hon. Albert S. C. Millar.

Judges James Gay Gordon, Jr., and Albert S. C. Millar and Mr. Edward A. Kelley have made no reply. Perhaps they have not had time to answer or maybe they consider the school question and the educational rights of Negroes of such little importance that they will not answer. The coming weeks will tell.

As was stated last week the TRIBUNE will publish the replies or refusals to reply. The questionnaires were sent in a spirit of fair play so that Negro voters would know how the respective candidates stood on a question of great importance.

Judge McDevitt's Letter

E. Washington Rhodes, Esq.,
Editor, The Philadelphia Tribune,
Philadelphia.

My dear Sir:

I have your inquiry of the 20th and am very glad, indeed, to answer the questions submitted.

I do not approve of racial segregation in the Public School or any other school system, nor do I believe that all racial groups except the Negro should have representation on the Board of Education. On the contrary, I think the Board of Education should be composed of representatives of all the people, regardless of race, color or creed.

The third question really needs no answer for on at least a half a dozen occasions I have submitted tothe Board of Judges for election to the Board of Judges for election name of Dr. John P. Turner, a reputable Negro physician, no doubt well known to you. I am satisfied that eventually I will be successful in converting the other members of the Board of Judges to my point of view.

Yours very truly,

HARRY S. McDEVITT

Judge Walsh's Reply

E. Washington Rhodes, Esq.,
Editor, The Philadelphia Tribune,
526 S. 16th Street,
Philadelphia, Pa.

My dear friend Rhodes:

I am returning, herewith, your Questionnaire, which I have answered fully.

I do not know anybody whoever they may be, or wherever they may be, that would act towards any group or groups to make that group feel that a Questionnaire of this very very fair type should be considered necessary.

Very truly yours,
JOHN E. WALSH,
Judge.

Aside from the foregoing letter Judge Walsh writes on the questionnaire in answer to "Do you approve of racial segregation in the Public School System?"

No, unqualifiedly No.

In answer to question, "Do you support the proposition that all racial groups except the Negro should have representation on the Board of Education?" **"No! such a question!"**

He answered unqualifiedly No to this question, "Would you withhold your vote from a capable citizen who was a candidate for membership on the Board of Education simply because he was a Negro?"

Judge Parry's Answer

E. Washington Rhodes, Esq.,
526 South 16th Street,
Philadelphia, Pa.

Dear Mr. Rhodes:

In reply to your letter of July 20th requesting my views with ragard to the Public School system I can only say that I am altogether unfamiliar with the subject and cannot express my opinion until I have formed one.

Speaking generally, however, I can see no reason at all why representation should depend on race The only reasonable ground for selecting a man for office is that of fitness for the position. If, however, the principle of racial representation is adopted there should not, of course, be discrimination against a particular racial group I should not think it proper for

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PHILADELPHIA, PA.
RECORD

SEP 8 1933

NEGROES DEFY EDICT OF SCHOOL BOARDS

Again Refuse to Allow Children to Go to Segregated Classes.

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Education - 1933

South Carolina

Common Schools, Condition of.

Orangeburg, S.C.
Democrat
Oct. 31 - 1933

Negro Schools Being Inspected

Five Cclosed But Elloree School Is Given High Praise

A thorough inspection of every negro school in Orangeburg county is being undertaken by Superintendent of Education Andrew C. Gramling and W. A. Schiffley, assistant state supervisor of negro schools.

One of the first results of the inspection has been the closing of five negro schools, where, it seems, a lack of interest exists and pupils fail to attend regularly. The schools discontinued temporarily until the deficiencies are corrected, are at East Middle, Rowesville, Cope, Rocky Swamp, and the Murray Rosenwald school at Bowman.

Less than fifty per cent of the children in these districts attend the schools and the general conditions of the school buildings and grounds were not very creditable. Stoves were not up, grounds were usually unkemp and other indications of a lack of proper attention existed

High praise was bestowed upon the negro school at Elloree, under the management of Prof. McLeod. This was declared to be one of the cleanest and neatest colored schools in the state. The appearance of the pupils was commented upon and it was apparent that special effort had been made to organize the work. The activities of the school include home economics, industrial department and splendid playground facilities.

Mr. Gramling and Mr. Schiffley are continuing their investigation and will make an effort to complete their visits this week.

Education—1933
Common Schools, Condition of.

Tennessee.

Clarkesville, Tenn., Chronicle
April 3, 1933

WORK IN NEGRO SCHOOLS SHOWN

Creditable Displays of Colored Students Made Saturday

The colored teachers of Montgomery county held their annual demonstration of industrial work at the courthouse Saturday. Needlework, manual art, handicraft, painting, domestic science and drawing.

Prize winners were St. Bethlehem first; Warfield, second Needmore, third; Griffey, fourth and Quarles fifth. Prize winners in the cake contest were Needmore, first on white cake; Warfield, first on Caramel; Herman, first on Angel Food. Menu prize winners were Ogburn. Prizes were given by Morris Latner and Mrs. T. A. McDaniel, teacher at the I. O. O. F. school.

At noon the board of education and their guests were served luncheon and speeches were made by Superintendent N. L. Carney, who presided, Judge John T. Cunningham, Dudley Tanner, state agent, J. L. Clardy, Superintendent C. H. Moore and L. V. Brewer, chairman of the county board of education.

The schools which had exhibits were Bladen, Herman, Sulphur Springs, Mt. Herman, Ransom, Woodlawn, Rosy Hill, Cabin Row, Evergreen, Mt. Ararat, Hall, Elliott, St. Bethlehem, Kennedy, Needmore, Hampton, Haynes, Carney, Walnut Grove, Round Pond, Fortson Springs, Gratton, Pisgah, Glenwild, Glenellen, Pondy Woods, Liner's Chapel, Pleasant Hill, Quarles, Griffey, Ogburn, Rives, Rossview and Warfield.

Susie Brown Farrar, industrial supervisor, expressed appreciation to the visitors and members of the board of education for the encouraging remarks concerning the work of the schools

Fayetteville, Tenn., News
August 17, 1933

Colored Grammar School To Open On Next Monday

The City Board of Education announces the opening of the City Colored Grammar School August 21, the same date as the opening of the Colored High School.

Chattanooga, Tenn. Times
August 17, 1933

COUNTY'S NEGRO SCHOOLS TO BE OPENED MONDAY

The colored schools of the county will open Monday, Aug. 21, with the first conference for teachers to be held the preceding Friday, Aug. 18, at the courthouse.

At the teachers' conference Supt. A. L. Rankin, Mrs. Harry R. Lacey and various heads of school departments will make short talks on the work for the school year. Albura H. Fagala, supervisor of education in the colored schools, will be in charge of the meeting.

Sunday afternoon at 3 o'clock a goodwill meeting will be held at the Booker T. Washington school under the auspices of the Parent-Teacher association of the eastern section of the county. The program has been arranged by the library clubs of the Booker Washington, Roland Hayes and Chickamauga branch libraries.

TENNESSEE PROF. NAMED ON STATE BODY

Courier
2-12-33
Pittsburgh

KNOXVILLE, TENN., Dec. 12.—Professor J. Herman Daves of the Knoxville College Department of Sociology has been appointed by the Tennessee Educational Commission to serve on one of the curriculum committees on state education.

Mr. Daves received his appointment from Dr. Walter D. Cocking to the committee on "An Analysis of the Various Phases of the Social and Economic Order to Determine their Relationship to the School Curriculum."

The chairman of the committee is Dr. W. E. Cole of the University of Tennessee. Other members are Dr. E. T. Krueger of Vanderbilt University, Dr. Charles S. Johnson of Fisk University, Mrs. Elizabeth L. Speer of the University of Tennessee, and P. D. Stout of the State Teachers' College at Johnson City.

Education-1933

Common Schools, Condition of

Tennessee

Nashville, Tenn. Banner
September 10, 1933

Negro Needs Is Subject of Joint Hearing

Colored and White Citizens Will Hold Meeting at Governor's Office Monday

Robinson to Report

Results of Four Years' Study Will Be Given

The problems and needs of Negroes in State and county institutions will be presented Monday afternoon at 3 o'clock under the auspices of a joint delegation of white and colored citizens at the Governor's office. The presentation is the result of four years of study and actual work in connection with these institutions by James H. Robinson, supervisor State Negro welfare, whose work was made possible by a grant from the Spelman Fund to the Department of Institutions.

Mr. Robinson, in announcing the meeting, said Saturday:

"My report points out that there is no parole or placement work for children in these institutions; that in some rural communities children are often thrown into jail with adults. The mother's pension law, State Industrial School, and Home for the Feeble-minded are inoperative, so far as the Negro is concerned; nor has the Negro a voice in any of the federal relief activities. The educational work for children is without supervision and could be greatly improved. This includes both the literary and the vocational training. At Pikeville, for instance, many of the boys are of high school rank; but as long as they are confined to this institution no high school work is available for them. To this extent, they are not being trained but handicapped in their training. Religious and leisure time programs for the inmates at the State hospitals and penitentiaries, and careful discrimination in the handling of the insane with use of vocational therapy are among the other deficiencies pointed out.

"Adults can protest against conditions which they do not like; as did the inmates at Brushy Mountain recently, whether right or wrong; but the children, who in many instances, have a far more meritorious case are inarticulate and need someone to plead their cause.

"Our program recommends the visitation, inspection, and supervision of State and county institutions and wards where Negroes are confined. This should be done by a person of color properly fitted for the work who will do personal service among the inmates and interpret the larger needs to the Department of Institutions and individual institutional heads.

"The report further recommends the reallocation of $6,000 a year within the present budgets of the State institutions for this work so as to raise the standard of these institutions and to afford better treatment to the hopeless adult cases and to offer a life of service and good citizenship to boys and girls instead of depressing, depriving, and discouraging them and thus fitting them for a life of crime and dependency. Gov. Hill McAlister and Dr. E. W. Cocke, Commissioner of Institutions, will be asked to finance this work, not as a separate program, but as representing a minimum of what any institution ought to do for its inmates. The cost of the services will thus be charged directly against the institutions themselves.

"Unless this work is taken over by the State, the money so magnanimously given by the Spelman Fund and the four years of accumulated knowledge and experience will be lost.

"The report further commends the spirit of the departmental and institutional heads who have always been open-minded and cooperative in connection with the work.

Organizations from sixty-four counties are urging the State officials to sponsor this program. Among the persons who have expressed a desire to have this work go on are: Mayor Watkins S. Overton, R. R. Church, L. G. Patterson, and George W. Lee of Memphis; also the Memphis Negro Medical Association, the National Baptist Convention assembled in Memphis last week; Dr. R. T. Burt and H. L. Allison, Clarksville; Mayor E. D. Bass, W. C. Robinson, and T. C. Thompson of Chattanooga; John C. Redrick, Franklin; Tom Bridgeworth, Fulaski; William Jackson, Fayetteville; N. M. Reynolds, grand chancellor of the Pythians of the State, and J. A. Guthrie, grand master of the Masons.

"Among members of the local delegations are: Dr. Bruce R. Payne, J. C. Napier, George W. Brown, Vernon S. Tupper, Dr. John L. Hill, Lee J. Loventhal, Dr. H. R. Casparis, Dr. John J. Lentz, Dr. Walter D. Cocking, Dudley S. Tanner, S. L. Smith of the Rosenwald Fund, Dr. T. E. Jones of Fisk, Dr. John Overton and Mrs. Ivah W. Uffelman of the City Health Department; John R. Patterson, Rabbi Julius Mark, Mrs. M. I. Lusky, the Rev. G. W. Lewis, Moses and Calvin McKissack, the Rev. S. S. Morris, the Rev. Julian Caldwell, D. Wesley Crutcher, W. S. Bixby, Mary C. Johnson, Mrs. S. I. Bolton, J. P. Kranz, R. S. Scales, Dr. W. J. Hale, Mrs. J. Frankie Pierce, Dr. G. S. Meadors, R. C. Grant, Dr. W. S. Leathers, Dr. E. L. Bishop, Mrs. Hubert S. Bell, Mrs. Arch Trawick, W. C. Dodson, Dr. R. B. Jackson, James G. Stahlman, Dr. H. H. Walker, and the Rev. T. M. Brumfield.

Education-1933

Common Schools, Condition of.

Virginia.

ARMSTRONG HEAD SEES NO NEED FOR P. T. A.; OTHER SCHOOLS TOLERATE BUT DO NOT COOPERATE WITH BODY

Journal and Guide 2-25-33 Norfolk Va.

Reporter Interviews Principal On Several Matters Which Have Aroused Parents and Citizens Generally; Pros and Cons Aired

Richmond Bureau
504 N. Third St.

RICHMOND, Va.—White Principals in the Negro schools here, it was revealed last week, flatly refused to cooperate with the Negro Parent-Teacher Associations in their efforts to see that undernourished children receive free lunches and milk in the public schools.

One of the principals, Mr. Townsend, of Armstrong High, has steadfastly refused to permit organization of a Parent-Teacher Association in that school and in a meeting held in the Community Fund headquarters stated that there was no necessity for such an organization.

Mr. Townsend based his conclusions upon the alleged fact that he has in Armstrong some of "the best teachers in the world" and that the teachers in Armstrong "just do not have the time to lose with such an organization.

Teachers Tired Out

After the teachers stay in the school room all day, according to Mr. Townsend, they are "tired out" and any further activity on their part after hours, in his opinion would be a burden.

Investigation has revealed further that, in those schools where Parent-Teacher Associations exist, the principals do not co-operate with the associations in their schools—they are never preesnt when the association's meetings are held, yet, when any money is raised by these associations for the beenfit of the children in the schools, the principals are always on hand to receive it, much of which, according to information brought out in the investigation, is never accounted for.

Parent-Teacher associations in some schools have been raising money for supplies, which money was turned over to the principals in some of the schools, while money for these same supplies has been furnished by the school board, it has been learned.

Non-co-operation Shown

The matter of non-co-operation on the part of the white principals was brought out here last week when certain Community Fund women sought to turn over approximately $500 to the various Parent-Teacher Associations for the purpose of free lunches and milk for indigent Negro children in the public schools here.

White children having been cared for, this sum was left to be distributed among the children in the Negro schools, presumably, through the Parent-Teacher Associations.

The principals and officials of the associations had been invited to attend the meeting. The principals were willing to accept the money, but were unwilling for it to come to their schools through the Parent-Teacher Associations, which organizations they refuse to recognize.

Women Greatly Surprised

The white women who had charge of the fund appeared greatly surprised at the spirit of non-co-operation displayed by these principals and were utterly dumfounded by the alleged facts concerning the conditions existing in the Negro schools as testified to by the colored women who make up the Parent-Teacher Associations.

Spurred to righteous indignation by the attitude of the principals, these women had little mercy on the principals in telling of conditions, they literally told all.

Principal Townsend was interrupted in his speech by one of the women who informed him that it would only require a few moments of the teachers' time to sit in on the association's meetings, that they could excuse themselves whenever they wished and intimated that there was more to the principals aversion to the association than the mere question of the teachers time.

Principal Taken To Task

Officials of the association point out that these men who hold themselves aloof not only from these associations but from everything that is attempted along progressive lines which would be of inestimable benefit to the children in the schools in which they are principals cannot render the best service to the children in these schools.

"How in the name of commonsense," they ask, "Can a man who knows nothing of the child's home life, nothing of its traits of character, which can only be found out by contact, intelligently decide what is best for that child?"

The only things the principals, under present conditions, know about the children in their schools is what they see of them in the schoolroom, they have no idea whatever of the conditions obtaining in the homes from which these children come, yet, Mr. Townsend feels that from that distance he can emphatically state that there are a few children in his school who need anything.

Fight P. T. A.

Investigation reveals that there are conditions obtaining in the schools here, not only in Armstrong but other schools, which prompt principals to fight bitterly such things as Parent-Teacher Associations.

In Booker T. Washington school, where a white principal and two white clerks are employed, the P. T. Association holds its meetings each month. The principal of that school has never had "time" to attend even ONE of these meetings since he has been principal of the school.

Incidentally, this principal holds more than one job and there is very little time that he can devote to his office in the school, which probably accounts for the presence of two white clerks in that particular school. Even in Armstrong school the clerks are colored women.

One probable reason for Mr. Townsend's aversion to any P. T. A. organization in his school is the fact that students there are not permitted to take up extra subjects, no matter what their qualifications and they have a so-called study period which lasts for two hours in which the students do nothing but sit and play with their fingers. They have no teacher during this period.

Principal Makes Rebuttal

Mr. Townsend, when interviewed Monday by a Guide reporter, stated that there was no P. T. organizations in any of the other high schools, but that his contentions were not based upon this fact alone.

He is opposed to the organization because "there is no necessity for it in Armstrong." He pointed out that the principal and teachers were taking care of the students in that school independent of any outside organization. Indigent children are being looked after by an internal organization, he emphasized.

Another reason for his opposition, according to Mr. Townsend is the fact that Armstrong has in its classes children from every section of the city and the mothers who would take the time to attend these meetings would not be representative of the mothers of the children in the schools.

It is his contention that the mothers can be of more service to children in the schools of lower grades than they can in Armstrong and his recommendation is that they concentrate their work in these schools.

No Study Period Now

In the matter of the two-hour study period, when questioned as to its existence by the reporter, Mr. Townsend said this had been done in the previous session, but pointed out that there was no necessity for it now since the adoption of the system of part-time classes in the school.

Institution of part time schedules in Armstrong has cut the school day for children from six to four hours. Before its adoption four of the six hours were devoted to classes and the other two to silent study.

This study period, according to Mr. Townsend, was in charge of one of the students. No teacher was present in the room, the period being conducted under "the honor system," he said. These children were placed in the room for silent study to permit other children for whom there was no room to take their classes under a teacher.

Teachers Not Enough

There are a fraction more than half the number of teachers necessary in Armstrong High School to take care of the number of children who attend that school. It seems, however never to have occurred to the principal or other school officials that more teachers are needed at this school.

Asked if it was a fact that children who attended Armstrong were not permitted to take up an extra subject, Mr. Towsend said that no pupil was permitted to take more than four academic subjects. They may, however, take up one of the home-making or mechanical subjects in addition to the four academic subjects, if they demonstrate that they are qualified.

He pointed out in this connection that experience had taught him that children who take up these extra subjects usually fail to make the proper grade in any subject taken. It is better, in his estimation, to hold them to the four subjects and let them master those four than for them to take up a larger number and fail in most of them.

Taboos Extra Work

Asked if certain requirements could not be demanded of students who wished to take up an extra subject which would bar all but the brightest students, Mr. Towsend replied that this would cause much dissatisfaction.

"It would be alright with the parent whose child could pass the test but you could not convince the parent of a dull child that his child should not also be allowed to take up extra subjects. Every child's parents are usually obsessed with the idea that their child is bright," he said.

Explaining that the Association of Southern Schools and Colleges advised against rushing children thru high school in less than four years and explaining how pupils under the present system now in use in Armstrong could finish in three years, by attending summer school, Mr. Townsend said the children were at present being rushed through too fast.

Deplores Early Graduation

"They finish now before you have anything out there for them to do," he said, stating that "children who finish high school too early are misfits. "They are too small to fit into the general scheme of things and are handicapped by having nothing to do," said Mr. Townsend.

Asked if the fact that high school students have nothing to do upon graduation was not due more largely to the economic system than to any action on the part of the child or its parents, Mr. Townsend said that this might be true. but said "there are a lot of men and women who have nothing to do, which may or may not be due to the economic system."

Mr. Townsend thanked the reporter for calling, stating that there were some people who would rather publish "lies" than to take the trouble to find out the facts. Last year, when the reporter went to him, he was denied the facts.

When asked for a list of the names of graduates last summer, Mr. Townsend told the reporter that he had given copies to the dailies and recommended that he copy them from these papers.

Negro Principals

The Richmond Planet has been given a copy of the petition being circulated by the local chapter of the N.A.A.C.P. in the interest of the appointment of Negro principals for the Negro schools in this city. With the objective of this petition The Planet is in entire accord. In this connection it cannot improve on an opinion expressed on the subject in an editorial appearing in its issue of January 9, 1932, as follows:

"The appointment of Negro principals for Negro public schools goes much further in principle than the appointment of Negro street cleaners, policemen and probation officers. It affects the very nerve center of the city's educational system as it relates to the Negro. The outlook of Negro school children is dwarfed and perverted and preparation and ambition are cheated of their chief incentive when merited promotions are denied solely on account of race and color. White people, however well-meaning, can never understand nor interpret the yearnings and aspirations of Negroes, nor can they furnish the leadership Negroes need in their struggle for a place in the sun of this American civilization. Richmond Negroes are not only entitled to Negro principals for Negro public schools, but in consideration of the large Negro population, Richmond should have a Negro member of the school board."

LASH IS USED IN RICHMOND, VA., SCHOOLS

Officials Investigating White Principals who Are Quick to Hit.

STRAP BANNED IN THE NORTH

D.C., Balto., Philly Teachers Can't Whip.

RICHMOND, Va.—Reports of an unusual number of whippings at the Buchanan School, 900 Buchanan Street, has resulted in an investigation being launched by J. H. Bluford, white, assistant superintendent of schools, to gather information regarding corporal punishment in the colored schools, which have white principals.

In a communication to the principals of the colored schools Mr. Bluford stated:

"In view of recent communications to the newspapers regarding corporal punishment, I am asking you to give me the following information if it is available.

"1. How many pupils in your school have been given corporal punishment between January 3 and February 28?

"2. How many of these pupils were boys? How many were girls?

"3. How many were whipped by principal? How many by teachers? How many by parents?"

Rules Cited

The communication also called to the attention of the principals Rule 89 of the school system's rules and regulations that "Corporal punishment should not be resorted to except in rare cases and must always be administered in the office of the principal and in the presence of an adult witness.

Mr. Bluford also stated, "Whenever, in the opinion of the principal, a girl deserves corporal punishment, the parent or guardian shall be sent for and the offense stated. Unless the parent or guardian shall then inflict such corporal punishment, or agree with the principal upon some suitable punishment, the case shall be reported to the superintendent."

Corporal punishment has been abolished for some time in the public schools of Washington, Baltimore, and Philadelphia, outstanding educational centers.

Hundreds Hear Speakers Tell Board Why Richmond Wants Colored Principals

Announcement has been made from the office of the local chapter of the National Association for the Advancement of Colored People that the petition which has been circulated over the city requesting the appointment of Negro principals for the Negro public schools will be presented to the school board on Friday night at 7:30 o'clock. Dr. J. M. Tinsley, president of the local chapter, informed The Planet that an appointment had been made for Friday night and that the auditorium of the administration building at Ninth and Marshall Streets had been assigned as the place for the presentation in order to accommodate the large number of Negro citizens which is expected to be present when the petition is presented.

An Exhaustive Paper

The petition is a very exhaustive paper and devotes two printed pages to argument in favor of the contentions of the petitioners. It seeks to anticipate and answer any objection which can be raised to the appointments requested.

Speakers

The petition will be backed up by arguments and it is understood that Dr. W. L. Ransome, Wiley A. Hall of the Urban League, C. B. Gilpin, Dr. J. M. Tinsley, president of the local chapter N.A.A.C.P., will be the principal speakers. One hour it is said has been give nto the hearing by the school board.

Must Wait For Dead Men's Shoes

IF AND when a vacancy occurs in the principalship of one of the white public schools of Richmond the school board will consider moving up one of the white principals of its nine colored public schools and naming a colored person to succeed him. That is in substance and principle the answer given to a Negro delegation estimated at 800 in number, which waited upon the board several days ago and asked that teachers of the race be given a chance to qualify as principals in the city's Negro schools.

Richmond has many distinctions, one of which is nine Negro public schools with white principals. It is the only city in the South that can lay claim to that distinction—or is it contradistinction?

According to the Superintendent of Education in Richmond and a majority of the members of the Board of Education it is good for the Negro children to have white principals.

Let us see. There are three or more Negro high schools in Virginia having "A" grade ratings. The Richmond high school is not among the number. Those that have the "A" rating also have Negro principals. We do not wish to be understood as blaming the white principal of Richmond's Negro high school for its second-grade rating. That may be due to circumstances over which he has no control. But somehow or other the Negro principals have managed to master these difficulties or circumstances where they existed.

One of the main reasons given for denying the petition for Negro principals was that it would put the nine white principals out of jobs. That is a very human reason, and good public policy aside, it is invariably a strong reason when envoked in behalf of white people. But in its present application it puts jobs ahead of what is generally accepted throughout the South as sound public policy. It also keeps nine colored people out of jobs which are ordinarily held by members of their race.

But Richmond is Richmond. And that's that.

Teachers Can't Do It

A VIRGINIAN, himself a teacher, greatly disturbed in mind by the inequalities under which the Negro side of our separate educational system labors, especially with regard to teachers' salaries and school houses writes in to say that he is launching a fight to obtain—

(1) Equal opportunity for Negro pupils involving:

(a) Better school buildings and equipment.

(b) Equity in the apportionment of public school funds.

(c) Enforcement of Compulsory Attendance Law.

(d) Longer terms.

(e) Curriculum revision to meet the specific needs of Negro pupils.

(2) Research and publicity on problems and conditions of Negro schools.

(3) Equal salaries for Negro teachers.

(4) Longer terms.

(5) A teacher tenure law.

Decidedly important and much needed reforms and adjustments needed to give a more wholesome atmosphere of justice to the existing educational order. But if consummated the public will have to put its shoulder to the wheel and perform the task. When teachers begin talking about defects in the system, to say nothing of mentioning out loud gross injustices, they cease to be teachers and join the ranks of the unemployed. That is deplorable, but it is true, and it does not apply only to Negro teachers. The teacher aforesaid who has promulgated the program of reform may have decided to make the sacrifice. If so, more power to him, and may there come more like him. The JOURNAL AND GUIDE is in hearty sympathy with the cause.

Education - 1933

Virginia.

Common Schools, Condition of

RICHMOND GETS PLEDGE OF HI SCHOOL HEADS

Afro-American 4-1-33

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Baltimore Sun

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Because of the crowd, it was hoped that the board would be persuaded to open the auditorium of the John Marshall High School just across the street that all might lisen to the hearing, but the request was not granted. As a result, the halls and stairs leading to the committee room were jammed.

Dr. Ransom, who was once director of state summer schools and who taught in extension work and in the teachers' college at Virginia Union University here, assured the board that the action of the committee was not in the spirit of "Communism or rebellion ...but to inform the board that existing conditions prove that Negro schools cannot render their best service if headed by white principals."

He said in part:

"Best Citizens"

"Your petitioners are of the best citizens of the city of Richmond, including the Baptist Ministers' Conference of Richmond and vicinity, the Ministerial Alliance, scores of churches, several patron leagues and many civic, social and fraternal organizations, aggregating at least 20,000.

"We do not claim a unanimous voice on behalf of our petitioners. Whre is there complete unity on any important matter? Our present President went in with a landslide, but the vote of the country was not unanimous. The majority is the factor which decides whether a thing should be done even if there is a minority. Even if no one had requested Negro principals in Negro schools existing conditions alone should justify the move of the board upon its own volition to make a change of principals.

"There is such a thing in law as 'judicial notice.' I heard a witness one day attempting to tell the judge how an automobile accident occurred. The judge said 'You need not tell me, for I was passing at that time myself, and saw it all and of this thing I hereby take judicial notice.'

"And so, gentlemen, a careful reading of the petition herewith submitted and a reasonable observation of the existing conditions in the Negro schools would cause any fair-minded member of the board to take judicial notice of the necessity for the change.

"We shall mention more specifically these conditions in a little while.

Don't Ask Teachers

"THE TEACHERS' POSITION. Much has been said about the teachers' attitude towards the appointment of Negro principals. To my mind, the value of what the teacher thinks in this respect was well summed up by one of your group with whom I was in conversation the other day.. He said,

"'If I had to judge the matter I would discount entirely what the school teachers thought or said. If they should vote to displace the white principals, it might be interpreted that the teacher was out of line with the administration. If the teacher voted to maintain white principals, it might be thought that he was moved by a bread and butter motive. Furthermore, the patrons of the school do not cede to the teacher the right to select the principal for the patron's child. But the patron's further hold that it is their right to decide upon the personnel of both teacher ahd principal.

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City Out of Line

(2) "The city does not follow local customs within the state. All of the cities of Virginia except perhaps, Lynchburg, have Negro principals in all Negro schols. We have been informed that the white principal of Lynchburg is simply a principal in name but that the managerial work is done by a Negro in the system.

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"The burden of proof, therefore rests upon the City School Board to show just and reasonable cause for not employing Negro principals.

No Compliment

"We have been told that the best Negroes in America are Richmond Negroes and that the high degree of intelligence of these Negroes makes it improbable if not impossible to secure Negroes who are competent to supervise them. We cannot accept this compliment which is a badge of interiority in disguise.

"There is such a thing as absolute and relative intelligence. Let us grant for the sake of argument that the absolute intelligence of the white group is superior to that of the Negro group. If it is impossible to find a man intelligent enough to supervise a group because of the group's intelligence, how then is it possible for your group, gentlemen (the white group) to find a man in your group with intelligence enough to be principal of your group?

"As to relative intelligence, the Negro principal will be just as high above his group as the white principal is above his group. For us to admit that we, the Negroes, are too intelligent to be principaled by Negroes is to admit that the most intelligent Negroes are too inferior to be principals.

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Negro Principal "A" Rated

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White Principals of Negro Public Schools

COMMENTING upon the changing policy in Richmond the *Petersburg Progress Index* says:

"In other cities of this state, as a rule, white principals are placed in charge of colored schools. In several Virginia cities the policy of appointing colored principals for colored schools has obtained for a time, but a return later has been made to the former policy of placing colored schools in charge of white principals."

The only city in Virginia other than Richmond that has had white principals of colored schools during the past 25 years is Lynchburg, which has now abandoned the policy, except for having a white "supervising principal" of its colored high school.

In recent years Hampton Institute took over the Hampton town and vicinity colored high school work, under a subsidy. To conform to the Hampton Institute policy the principal of the consolidated school is white. This is an institutional and not a state policy, however.

Education - 1933

Common Schools, Condition of.

West Virginia.

MORGANTOWN, W. VA.
POST

MAR 1 1933

Why Not?

A BILL has been introduced in the legislature creating a negro state board of education to administer the negro schools. Why not set up a board of high school students to administer the high schools, a board of engineers to administer the University college of engineering, a board of lawyers to administer the University college of law, and a board of deaf, dumb, and blind persons to administer the school for the deaf, dumb, and blind?

Alabama

Education

Common Schools, Improvement of

Birmingham, Ala.,
News -
July 20 - 1933

NEGRO SCHOOL COMPLETED

TUSCALOOSA—The new Negro industrial school in Northport has been completed. It cost approximately $5,000 and is a model plant of the kind. The old school was destroyed in the tornado that razed many buildings and three Negro teachers were killed. This school will be opened in the Fall with the other schools and will have several Negro teachers.

Education - 1932

D.C.

Common Schools, Improvement of.

ONE-THIRD OF '34 ESTIMATES FOR COLORED SCHOOLS

Divisions 10-13 Allotted $1,192,430 For Land And Buildings

Washington Post

Of the total of $3,393,920 public school estimates for 1934 for buildings, land and general equipment, $1,192,420, or about one-third are devoted to schools in Divisions 10-13.

The total estimates for the year are $13,899,884 which includes salaries, land purchases, repairs, equipment and new buildings.

Accordingt to figures released by the Commissioners of the District of Columbia the buildings and grounds items account for the major portion of the increase over the current appropriation. The total increase represents $1,737,154.

According to unofficial figures by the Washington Tribune the colored schools of the District was appropriated $1,192,420 of the total amount for buildings, land purchases and equipment. Of this sum $720,500 will be for buildings; $385,000 for land purchases, and $37,000 for equipment.

$2,548,920 For Buildings

For 1934, the public school authorities have asked for $2,548,920 for buildings, as compared with the $1,473,500 appropriated this year, and $370,000 appropriated for land purchase, as compared with the $95,000 carried in the 1933 appropriation act .Thus the buildings and grounds items together are responsible for $1,350,420 of the increase over the 1933 appropriation.

As usual the largest single item in the school estimates is the fund for teachers and librarians. The estimates carry $6,916,348 for this purpose, representing an increase of $376,584 over the current appropriation. The custodial force salary item in the 1934 estimates is 923,850, or $34,590 more than the current year. A total of $195,420 is requested for clerks, increasing the current appropriation by $30,660. The salary item for officers is increased by $10,000 to a total of 680,315.

$175,100 For Browne

An increase of $37,500 is sought in the general repair fund for school buildings, the total requested for this purpose being $475,000.

The largest single item is for a 10-room addition and a gymnasium for the Browne Junior High School at a cost of $175,100. The next largest item is for land for play space at the old Business High School at Rhole Island avenue and Ninth street, northwest. As the school takes the complete square at the intersection of Rhode Island avenue, Ninth, R and Eighth streets, the play space will be north of the school and will be bounded by R, Eighth and Ninth streets. It is proposed to demolish old buildings in this area for the playground.

It also has been proposed that an underground passage-way be constructed under R street from the school to the playground.

Other Projects

Among the building projects besides the addition. at. Browne Junior High School will be: a combination assembly hall and gymnasium at Monroe School to cost $60,000.

A new elementary school with four finished classrooms and unfinished space for four future rooms on a site already acquired on Bates road is to cost $100,000. . . . Completion of the Young Platoon School, to cost $125,000. . . .

A new eight-room extensible building in the vicinity of the Logan School to cost $123,600.

An additional classroom and its equipment at the Margaret Murray Washington Vocational Training School on O street, N. W., for a class in cleaning and dyeing, to cost $7,500.

Gym At Armstrong

Extension of the automobile repair shop and the construction of a gymnasium at Armstrong High School, to cost $70,000.

A connecting corridor between the old and new sections of Armstrong High School and the remodeling of the girls' present gymnasium, to cost $45,000.

A conservatory at the Armstrong High School, to cost $5,000.

Additional land at the Phelps Vocational School for elementary school purposes, to cost $67,000.

Land at the old Business High School for play space, to cost $150,000.

Additional land at the Burville Elementary School, to cost $13,000.

Additional land at the Syphax Elementary School, to cost $60,000

An appropriation for the Colored Deaf School at Overlea. Md.,

Furnishings and equipment for Douglass-Simmons School, to cost $5,880.

Furnishings and equipment for Cardozo, to cost $12,000.

Two-room addition, remodeling and heating plant at Crummell, to cost $3,600.

Furnishings and equipment for Giddings School, to cost $9,250.

Re-equipping of Dunbar and Central High Schools stage, to cost $50,000, and playground equipment, $10,000.

The old Business High School will be converted to the use of both high and elementary school pupils, it was announced.

To Move Cardozo High

Cardozo High will be moved from its present location at First and M streets, N.W., to the old Business High at Rhode Island ave. and Ninth, while 16 rooms of the structure will be allocated to a new elementary school.

The present Cardozo High building is expected to be used for a new junior high school unit which is to be created this fall, it was said.

As usual the largest single item in the school estimates is the fund for teachers and librarians. The estimates carry $6,916,348 for this purpose, representing an increase of $376,584 over the current appropriation. The custodal force salary item in the 1934 estimates is $923,850, or $34,590 more than the current year. A total of $195-420 is requested for clerks, increasing the current appropriation by $30,660. The salary item for officers is increased by $10,000 to a total of $680,315

Editor's Note:
This 1932 clipping was inserted by mistake (not filmed) in proper sequence

Florida

Education - 1932

Common Schools, Improvement of.

Plant City, Fla., Courier
Friday, September 30, 1932
Eileen Hons
Garland Br

Negro Education is Debated in Assembly

A program, of which a part wa more interesting to the girls tha to the boys, was presented in as sembly Friday, under direction o Miss Johnson. The other two mai features of the program were th debate and the court procedure o the "Order of The Reading Table."

In the fashion parade, appropri ate costumes for school, church street, sport, beach and evenin wear, were exhibited by girls fro the Home Ec. classes. Most o these costumes were made by th girls themselves. The girls wh took part in this parade were Margaret Langston, Lillian Wil son, Easter Huneker, Nell Bledsoe Lillian Snapp, and Elsie Cornett in school dresses, Glatys Dorsey, Berta Roberts, Lucile Hall, in spor clothes, and Emily Robbins in a regular athletic costume made by Frances Bowers; Lillian Wilson in church and street costume; Winifred Brantley, Clois Rudd, Berta Roberts, and Elouise Brantley in beach costume; Margaret Novak Lorene Wilkinson, Elsie Cornett, and Virginia Faulkner in evening costumes.

The debate was between the Civics and Sociology classes. The question was, "Resolved: that the negro should have educational opportunities equal to that of the white, in population." The affirmative side was argued by Mary Toth and Arleese Colson, from the Sociology class, and the negative, by Clara Peacock and Oma Brown, from the Civics class. Maxwell Stewart acted as chairman. The judges were Mr. Branch, Mr. Yates and Mrs. Coker, who decided that the affirmative side won. W the judges were making their cision, the assembly was entertai ed with a song, "Faded Summ Love." by Elsie Cornett and I Mae Colson.

Members of the seventh grade English classes were the noble Knights, Ladies, King and Queen in the "Order of the Reading Table." Garland Branch was king and Lilly Tershansy was queen These two won their honors by reading the most books in their classes since the beginning of school. Other pupils became knights and ladies as soon as they read three books. Terry Kirton the page, and Helen Williams took the vow of the Reading Table and they were dubbed knight and lady respectively. The court then went out (made its exit) "to feast in honor of the new knight and lady, Sir Terry Kirton and Lady Helen Williams."

Crowns, swords and shields lent color to this ceremony.

Carter's Note
This 1932 clipping was inadvertently not filmed in proper sequence

Education - 1933

Common Schools, Improvement of.

Florida

Tampa, Fla. Tribune
May 5, 1933

NEGROES RAISE SCHOOL FUND; DRAW PRAISE

County Board Praises Public-Spirited Group

Negro families of the Jameson section southeast of Plant City, who during the last three years raised $900 to build a school for their children, got a big hand at yesterday's meeting of the county school board. The contract for the building was awarded at the meeting.

Many a fish fry and many a chicken supper, all sorts of money-raising schemes went into that school building. It was not a matter of taxation. Not many of the residents have anything to tax, but they have kids and they know the value of schooling.

Chicken Suppers Help

The chicken supper plan was started by Ben Glover, who is—well, he's the kingfish. He is the one who did most to put it through.

White folks got interested after a while and the district finally put up $600 to go with the negroes' pot of small change. They opened bids at the school board meeting. The building will be erected by H. W. Hugger, Plant City contractor, for $1391. That will leave $110 for furnishings. The land, 10 acres, was donated.

And in a pinch the community will still stand for a fish fry, when there's money to be raised for the school.

Handle Routine Matters

Most of yesterday's school meeting was given over to routine work. There were schools to be repaired, teachers to be employed for strawberry district schools, which probably will open May 15, transportation to be arranged. There were more complaints about cuts in teaching staffs. The board listened to pleas for more teachers.

"Yes, your situation is bad; it probably will be worse," said Ed J. Keefe, chairman, to petitioning trustees.

Minutes of a short special meeting last Friday revealed that the county board had refused to approve any increase in the payroll of the administration office of the Tampa district. Trustees had asked that the salary of Mrs. Alma Fischer be increased from $92 to $115, and that Miss Ruth Weiss be employed at $67.50 a month.

Common Schools, Improvement Dg.

Friday, July 15, 1932

Addition Planned For Colored School Building

At the regular meeting of the city council of Elberton held last Friday night it was decided to build two additional rooms at the colored school building. The cost of the addition will be approximately $1200. The rooms are sorely needed to relieve an over crowded condition in the lower grades and to furnish actual room for pupils entitled to enter.

To Be Used As Consolidated Rural School

Sunday 11-17-32 Savannah Ga.

The above is the beautiful building of Haven Home on the Montgomery Cross Roads, 4 1-2 miles from the city, which has been offered by the Woman's Home Missionary Society of the Methodist Episcopal Church, North, to the local board of education for $5,000. The building is one of the most commodious and best built structures in Chatham county and was erected and used as a school for colored girls for a number of years. It is a four-story brick structure and sits in the center of a beautiful and highly elevated 10-acre plot. The land and building are worth several times the selling price made to the board of education by the Woman's Home Missionary Society which has done so much to further the educational advancement of colored children in this community. Because of the great interest of this society in Negro education and in order to have the building continue to serve Negro children, this wonderful offer was made. In accepting the offer by the board of education, the building will be used as a consolidated school, serving the children from several districts where the school buildings lack modern equipment, they being transported to this school

Jesup Sun. Sentinel
Thursday, December 1, 1932

Julius Rosenwald School Building For Colored Dedicated

A well prepared dedication program was sponsored by the Parent-Teachers' Association of Wayne County Training School of Jesup, December 5th at 7:30 p. m. Mrs. Bessie Warrick, president of the association and Mrs. Ida Milikin and others serving as a committee to foster the program.

The school which, includes the main school building and equipment, a teacher's cottage, four small houses and four acres of land is valued at $15,000.

It will be remembered the unretiring effort of the late Prof. J. H. Clark, the trustees and Boards of Education of 1926-27 put forward to erect such plant for the education of colored people in Jesup and Wayne County.

Mr. Joe Walker acting as master of ceremonies, the program was as follows:

1. Song by chorus, "Seek and Ye Shall Find". 2. Scripture reading, Mrs. M. K. Harrel. 3. Prayer, Mr. J. J Garland. 4. To the Board of Education in behalf of the Parent Teachers Association and citizens of Jesup Prof. H. W. Tarver, Principal of the Wayne County Training School. 5. Song by chorus, "There is Joy in that Land." 6. To the Board of Education in behalf of the Parent Teachers Association and citizens of Wayne county, Rev. Joe Walker. 7. History of the late Prof. J. H. Clark's school life, Mrs. Gracia Keller. 8. Song by Chorus, "Everytime I feel the Spirit". 9. Dedication Address, Elder M. T. Robinson, Presiding Elder of the Waycross district. 10. Song by chorus, "Nobody Knows the Trouble I See". 11. Response from present Board of Education, Mr. S. H. Sherman, Superintendent, City Schools. 12. Response Mr. B. L. Yeomans, Superintendent of Wayne County schools. 13. Song by chorus, "Lord I Want to be a Christian". 14. Response to 1926-27 Board of Education, Col. W. Glenn Thomas. 15. Remarks, Mayor Sam Cohen and others. 16. Closing song by Chorus. Swing low Sweet Chariot. 17. Benediction, Elder M. T. Robinson.

Many out-of-town guests were present to add to the attendance which was composed of white and colored citizens of Jesup and Wayne county. The program was greatly enjoyed by all. Among the many visitors who were present were, Mrs. L. M. Mallard, Mr. Wendell Mallard, Mr. Tom Mallard and Mrs. M. Derry all of Ludowici, Mrs. E. W. Wheeler and Mr Emmery C. Wheeler of Brunswick.

Editor's Note: This and the immediately following 1932 clippings inadvertently were not filed in proper sequence.

Education - 19

Georgia

Common Schools, Improvement of.

Rossville, Ga., Open Gate
Friday, March 4, 1932

School Building for Colored Is Dedicated

The new school building for the colored citizens at Chickamauga has been completed and the dedicatory exercises were held Sunday afternoon, when a large crowd of both white and colored citizens were present.

The project has been sponsored by the entire community, many of the civic organizations and individuals of the community giving aid. Donations were also made by the Board of Education of the county and from the Rosenwald Fund.

The building has four large class rooms with three cloak rooms and suitable furniture.

At the dedication Sunday an interesting program was rendered and among the white citizens taking part on the program were County School Commissioner, R. D. Love, who represented the county, T. W. Lee representing the Methodist church of Chickamauga, Rev. Carl McGinnis representing the First Baptist church and Supt. W. M. Patterson of the Lee Memorial.

Eugene Bedell, principal of the school, acted as master of ceremonies.

The following colored ministers took part in the program, Revs. J. C. Calhoun, J. Howard, and M. C. Jefferson.

Gladys Gore read a history of the colored school of Chickamauga and the response was made by M. T. Young.

John C. Conyers, a faithful colored citizen, who has worked untiringly for the erection of the building spoke words of appreciation of the help rendered by the white citizens. C. D. Haselrig represented the colored masonic lodge of the community. Judson Hemphill and Jim Pitts and other colored citizens have done much toward the construction of the building by giving their time free to help in the construction.

A feature of the exercises were the splendid musical programs given by the colored citizens.

A beautiful American flag was presented to the school by T. W. Lee and J. B. Mason. School opened Monday morning with a large enrollment and for the present only two teachers will be employed.

Lafayette, Ga., Messenger
March 4, 1932

NEW ROSENWALD SCHOOL DEDICATED AT CHICKAMAUGA

Chickamauga, Ga., March 2—Dedicatory exercises of the colored school building of Chickamauga were held Sunday afternoon and were attended by a large crowd of both white and colored citizens.

Eugene Bedell, principal of the school acted as master of ceremonies. The invocation was given by Rev. J. C. Calhoun.

Gladys Gore read an interesting paper on the history of the colored school of Chickamauga and the response was given by M. T. Young.

County School Commissioner R. D. Love made a talk on the school work of the colored people of Chickamauga and talks were also made by Supt. W. M. Patterson, of the Lee High School, T. W. Lee and Rev. Carl McGinnis.

Different pastors of the colored churches of this section made appropriate talks, and special music was a feature of the occasion.

A beautiful flag was presented to the school by T. W. Lee and J. B. Mason and this flag was raised Sunday.

The completion of the handsome school building for the colored citizens is a source of much gratification to the entire community for the project has been sponsored by the entire community and with the money appropriated by the county and the help of the Rosenwald fund the building is modern in every respect.

Four large class rooms, three cloak rooms and suitable furniture for all rooms make the school building one of the best in the county. The loyalty of the colored citizens in giving their time and efforts toward the erection of the school building, especially John Conyers, Jim Pitts and Judson Hemphill are highly commendable.

The building is located on a high hill on the Wallaceville road. School opened Monday morning with Eugene Bedell as principal.

Brunswick, Ga., Free-Press
Friday, January 15, 1932

Brooks Negroes Meet Next Week To Plan Sixth Rosenwald School For This County

All the negroes of the county are urged to attend a meeting Saturday, January 23 at St. Phillips Piscola school at eleven o'clock at which time plans will be completed for the new Rosenwald school which they plan to build, work to start immediately.

At this meeting President Hunt of the colored Normal schools of Fort Valley who has received the Harmon medal and who was sent by Rosenwald last year to Denmark to study farming methods there will be the chief speaker. Vincent Harris, state Rosenwald building agent will also speak and many other prominent and influential people will be present and appear on the program which is in charge of Catherine Mosely, Jeans supervisor of the colored schools of Brooks.

The land for the new building was donated by Mr. Gerald Livingston of New York and timber has been contributed by friends. The Rosenwald fund will contribute $1,000 and the negroes of the community will contribute their labor. They plan to erect a modern four teacher school and the meeting next week is to formulate plans so that the work may be started immediately.

Fitzgerald, Ga., Leader-Enterprise
Wednesday, March 9, 1932

COLORED SCHOOL TO ERECT NEW BUILDING WITH ROSENWALD AID

Appropriation from the Rosenwald Foundation Secured for Colored School.

Announcement was made recently that an appropriation from the Rosenwald Foundation had been secured for the colored school, making possible the erection of a Vocational building for the industrial work that is being introduced.

The building will be constructed of brick and will contain four class rooms. Mr. L. H. Howze, the contractor supervising the job, has announced that materials have been ordered and that actual work will beign April 1.

While most of the funds for the building will come from the Rosenwald Foundation, they will be supplemented by an appropriations from the Slater Fund. The colored people will donate the work and there will be no cost whatever to the city. The building will be erected on property of the city, and when completed, will belong to the city.

The Fitzgerald Colored school was one of the five schools in Georgia to receive this aid from the the Rosenwald Foundation. The Board of Education has been notified that these funds will never be available again unless used this school year.

Last year the Rosenwald people appropriated more money to Fitzgerald for vocational purposes than to any other school in the state; the funds were used to build two new rooms on the main building and to equip the newly-established home economics department.

At the close of the past school year, the home economics department was rated by the Rosenwald inspectors as the "best equipped and most up-to-date" of any colored school in Georgia; this included the schools in Macon, Savannah, Augusta and Columbus, as well as Atlanta.

Fitzgerald, Ga., Leader-Enterprise
Wednesday, May 18, 1932

ADDITION TO THE COLORED SCHOOL NEAR COMPLETION

Colored Vocational Building Is Secured at No Cost to City by Supt. Stancil.

The vocational building that the efforts and planning of Superintendent W. W. Stancil has secured for the city at a cost of nothing, so far, to the taxpayers is rapidly nearing completion.

The funds used are those available for colored schools, and the labor has, with the exception of two regular mechanics, a carpenter and a brick mason, been donated by the colored people of the city, who have shown an admirable spirit of interest and co-operation. Noon-day meals for the workers are provided by the colored women.

The building conforms in size and arrangement ot the standard requirements of these plants, and Miss Epsie Campbell, as supervisor from the state department of Home Economics, has inspected the building this week advising about the plumbing and wiring arrangements.

Education - 1933

Common Schools, Improvement of

Georgia.

Dawson, Ga., News
September 21, 1933

COLORED SCHOOL OPENS WITH LARGE ENROLLMENT

New Equipment Is Being Installed In Newly Erected Building.

Although only part of the equipment has been placed in the newly constructed colored school building, and painters are still busily engaged in their work on the inside walls, the 1933-34 term began Monday, and each day's routine is being carried out in order.

Three hundred and sixty-five students are enrolled, and B. H. Price, who heads the school, states that this week's attendance has been unusually good.

Eight well-lighted classrooms with wide hallways make the structure commodious and convenient, and modern equipment which is being installed gives to colored patrons a school in which they may take great pride.

The colored branch of the Parent-Teacher Association furnished funds for buying the paint used in finishing the walls, their contribution being made possible by the united effort of those interested in the work.

Formal dedication of the building will take place some time in October, at which time the city school board and a representative from the state board will take an active part.

Chattanooga, Tenn., News
September 15, 1933

GEORGIA GETS LOAN

Augusta, Ga., Sept. 15.—(UP)—The state of Georgia yesterday received its first grant from the public works administration—a $710,000 loan to erect ten new schools, all outside of Augusta. Three will be Negro institutions.

Augusta, Ga., Chronicle
December 21, 1933

Why Not Honor the Negro Leaders

Work is being started on a magnificent new negro school on Wrightsboro Road, west of Twelfth Street, and Richmond County is taking a long step forward in increasing the school facilities for its large negro population.

It would be decidedly a credit to us if some negro leader, or leaders, in this community should be honored by having a school named for them, just as we honor our white leaders by the naming of such schools as Houghton, Davidson, John Milledge, Lawton B. Evans, William Robinson, and for other leaders in the civic and educational life of this section.

As we contemplate the pioneers among the negro race for education in our community, our minds go back, first, to the late Dr. C. T. Walker "the black Spurgeon," who built Tabernacle Church on Gwinnett Street and was the inspiration for Walker Baptist Institute and the Walker Baptist Association. While it is true that the Walker Baptist Institute was not named for Dr. C. T. Walker, but for the Reverend Peter Walker, his uncle, still the name of Walker has been memorialized sufficiently in the institute which bears the name, as well as in the Walker Baptist Association.

We, therefore, turn out attention to other negro leaders, and the purpose of this editorial is to suggest to the negroes of this community to get together and submit their recommendations to the Board of Education for an appropriate name for the new school on Wrightsboro Road. The Chronicle is quite sure that the Board of Education will be glad to entertain suggestions from them.

Next to Dr. Walker, probably the most outstanding negro leader in our recollection is the Dr. Silas X. Floyd, poet, teacher, minister, philanthropist, who did as much for the advancement of his race as any man ever produced in Richmond County. Dr. Floyd's friendship with Dr. Walker was extremely close through the years, and he carried forward the work of "the black Spurgeon" until death also claimed him, while in the very prime of a useful career.

As principal of the Gwinnett Street negro school, Dr. Floyd labored unceasingly for the education of the negro children; preached on Sundays and at every other opportunity, contributed a column of negro news each week to the Chronicle, and still had time to occasionally write poetry for national magazines.

Another noted negro leader was Professor Augustus Johnson, who was succeeded by Dr. Floyd as principal of Gwinnett Street School. He was a man of highest ideals and died some fifteen years ago. His imprint was left upon the negro race in this community by his untiring efforts for their advancement.

There have been other negro leaders worthy of mention, but it is, of course, impossible to honor them all in the naming of a new school. Perhaps the idea of naming the school on Wrightsboro Road the Floyd-Johnson Grammar School might be appealing to the negroes of this city.

The Chronicle is merely making suggestions this morning to plant in the minds of our negro readers the idea of thinking over this plan, and, if they deem it advisable, make appropriate recommendations to the Board of Education for a name for the school. There may be men, other than the two we have mentioned, whom the negro population of this section would prefer to honor in this way. If so, these names should be recommended.

Education-1933

Georgia

Common Schools, Improvement of.

COLORED SCHOOL IS DEDICATED

White and Colored Brooklet People Attend

BROOKLET, Ga., Jan. 23.—A large crowd of the white and the colored population of this community witnessed a most interesting program at the new colored school building when it was dedicated.

The new school building is located on the edge of town, is well built and is equipped with heaters and adequate light.

The start for such a building was made six years ago, but one drawback after another hindered the progress, until a few months ago a few outstanding colored citizens even amid the times of depression, put their shoulders to the wheel and as a result, the building is completed. It stands as a monument to such a cooperative spirit that has always dominated in the Brooklet community. The trustees of this school, William Brown, H. Campbell and C. H. Monroe, together with other loyal colored citizens have been untiring in their efforts to finish the building.

The program yesterday was arranged by the principal of this school, Ruby James Parrish and Mrs. J. P. Bryant of the Industrial School at Statesboro.

Prominent on this program were short addresses by some of the leading educators of that race in this county. Dr. Van Buren, Prof. Robert E. Blakenly and Prof. Richardson, vocational teacher of the Statesboro High Industrial School, made splendid talks. Richardson commented highly on the beautiful building and on the sentiment of the people, white and colored, in making such a building possible. At the same time he cautioned them not to be egotistic over it, and not to think they had done more than their duty. "Be not content," he said, "for where there is contentment there is no progress."

The program was closed by a tender stirring address by Prof. William James, who has been at the head of the Statesboro colored schools for twenty-six years.

He closed his address by telling his race how crime was lessened by education. "During my twenty-six years in this county as head of the colored schools in Statesboro," he said, "I have not graduated a one who has gone to the chaingang."

Before the program closed, the white people were given an opportunity to speak. Mrs. F. W. Hughes, English teacher of the Brooklet High School, Lafiece Collins, principal and mathematics teacher of the Brooklet High School and Mrs. J. W. Robertson, Sr., president of the Brooklet P.-T. A., gave a few fitting remarks that were appreciated by the entire audience.

The outstanding musical numbers on the program as were evidenced by the encores were melodies from the real negro spirituals. The songs were beautiful, simple, plaintive and were characteristic of the expression of song peculiar to that race.

The colored Parent-Teacher Association of which Laura Taylor is president, is planning to give an entertainment next Saturday night to further equip the building.

$200,000 PROGRAM FOR NEGRO SCHOOLS

Two New White Schools Going Up In Augusta

T. 2 8

AUGUSTA, Ga., Jan. 19 (AP).—The Richmond county board of education today announced a $200,000 program for negro schools with a $100,000 building of thirty-two rooms, the first to be constructed.

The new white schools are under construction now at a cost of approximately $200,000. The money for the construction work was obtained from a $2,000,000 school bond issue which was validated recently after a long court battle.

Statesboro, Ga., Times and News
Thursday, January 26, 1933

BROOKLET NEGRO SCHOOL FINISHED

DEDICATORY EXERCISES SUNDAY ARE MADE INTERESTING COMMUNITY EVENT.

Brooklet, Jan. 24.—A large number of the white and the colored population of this community witnessed a most interesting program at the new colored school building Sunday afternoon when it was dedicated. The new building, located in the edge of town, is well built and is equipped with heaters and adequate light.

The start for this building was made six years ago, but many drawbacks hindered the progress until a few months ago a number of outstanding colored citizens, even amid times of depression, put their shoulders to the wheel, and as a result the building is completed. It stands as a monument to the co-operative spirit that has always dominated in the Brooklet community. The trustees of the school, William Brown, H. Campbell and C. H. Monroe, together with other loyal colored citizens, have been untiring in their efforts to finish the building.

The program Sunday was arranged by the principal of the school, Ruby James Parrish, and Julia P. Bryant of the Industrial school at Statesboro. After the devotional, led by Rev. J. P. Murphy and Rev. C. H. Protho Juanita James gave an impressive reading.

Prominent on this program were short addresses by some of the leading educators of that race in this section of the state. Dr. Van Buren, Prof. Robert Blakenly and Prof. Richardson, vocational teacher of the Statesboro High Industrial School made splendid talks. Richardson commented highly on the beautiful building and on the sentiment of the people, white and colored, in making such a building possible. At the same time he cautioned them not to be egotistic over it, and not to think they had done more than their duty. "Be not content," he said, "for where there is contentment, there is no progress."

The program was closed by a tender, stirring address by Prof. William James, who has been at the head of the Statesboro colored schools for the past twenty-six years. He closed his address by telling his race how crime was lessened by education. "During my twenty-six years in this county at the head of the colored schools," he said, "I have never graduated one who has gone to the chaingang."

Before the program closed the white people were given an opportunity to speak. Mrs. F. W. Hughes, English teacher of the Brooklet high school; Mrs. J. W. Robertson Sr., president of the Parent-Teacher Association, and Lafiece Collins, principal and mathematics teacher of the Brooklet high school, made a few fitting remarks.

The outstanding musical numbers on the program, as were evidenced by the encores, were medodies from the negro spirituals. The songs were beautiful, simple, plaintive and were characteristic of the expression of song peculiar to that race.

The colored Parent-Teacher Association, of which Laura Taylor is president, is planning to give an entertainment Saturday night to further equip the building.

Metter Gazette
Thursday, March 2, 1933

OUR NEGRO SCHOOLS

We wish to make this appeal to the best thinking citizens of the county. We have begun the Metter Negro School in earnest. Will you help us build it? Go up the highway and look at that one. It is the best school house in the county.

Thank God, no politics will be on the surface now to cause anyone any abuse.

We have a great deal of good lumber that should be used help us utilize it. We believe the best people are in favor of building these Negro Schools. No one who is unprejudiced informed or not a two by four politician could oppose such a worthy task.

Yes, some people asked why I did not do something for the white schools. I have checks and other records to show that I gave more books to poor white children than all the organized clubs and charities combined in this county. There is not another school superintendent in the State that gave away as much of his salary as I did the last two years I was in office.

Back to our Metter Negro School House, let us build it. Help us a little you will never regret it. Thanking everyone for past donations in timber, hens, labor and money, I hereby appeal to you to help us carry on. J. M. CREECH. JR

Macon Telegraph
Wednesday, March 8, 1933

Construction Work Delayed for Year

DAWSON, Ga., March 7.—The Dawson Negro school building which was destroyed by fire several months ago probably will not be replaced during the present year, it was learned today, as an appropriation which the local school board had hoped to receive from the Julius Rosenwald fund will not be available this year.

It had been hoped by the city school board and council that the insurance on the building, which amounted to $2,000, might be supplemented with a sum from the Rosenwald Foundation but a recent communication from the director of the southern office of the foundation to the chairman of the local school board, gave the information that no appropriation for construction of Negro schools will be available this year.

Savannah, Ga., Press
Thursday, March 16, 1933

PLANS PROGRESS

Prepare For State Meet Colored Parent-Teachers.

The Chatham County Parent-Teacher Association held a most enthusiastic meeting at Cuyler yesterday. A large crowd was present. All plans were completed for entertaining the state convention which will convene here in April. The committee appointed to wait on the Mayor to request a city appropriation reported progress and was directed to continue.

The convention will open at the Second Baptist Church Tuesday night, April 18. Business sessions will be held at the same place, and closing session will be at the Georgia State Industrial College. All committees are working hard to have the most profitable and enjoyable convention ever held in the history of the Colored State Parent-Teacher Association.

The names and addresses of more than 100 children of school age now out of the public and private schools were submitted to the association as a partial report from school areas now under canvass. A special committee was named to present the lists to the school authorities in an effort to get special classes organized.

Augusta, Ga., Chronicle
Wednesday, August 9, 1933

An Ambitious School Building Program

The announcement in The Augusta Chronicle yesterday of plans by the Board of Education for ten new schools, work on which will begin next fall means that the school building program of Richmond county should be practically complete on $700,000 of the $1,000,000 bond issue passed several years ago. Already $250,000 of bonds have been sold and two magnificent schools are going up, one to replace the old Davidson on Telfair street, and the other in Allen Park, which is the fourth ward school.

Whether the remaining $300,000 of the bond issue of $1,000,000 will be sold has not been determined, but the board of education has until some time in 1934 to decide. The need of making additions to both the Academy of Richmond county and Tubman High school is great, for both schools are congested now and Tubman was added to only a few years ago. The need of some negro schools in the county, the cost of which will be small, is also considered by the board of education.

A great deal of credit for saving money on the new schools that have already been started and also saving on the ten new schools is due to officials of the board of education, including Chairman Ferdinand Phinizy, of the finance committee; Dr. G. M. Woodbury, president, and others. Due to careful handling of finances a gigantic building program estimated to cost $1,000,000 will cost only $700,000. The securing of a free site for the fourth ward school from the city of Augusta, getting a portion of Allen Park, helped to reduce the cost, while the old Davidson site was extended by purchasing some property adjoining it at a modest figure.

And in two of the new schools plans for the Davidson and Fourth Ward schools will be practically duplicated by the architects at a big saving to the board of education. Of course, the lower cost of materials and labor are assisting the board of education in getting work done much cheaper than could have been done several years ago, but the business acumen of the finance committee has effected savings in many directions.

The need of a new sixth ward school is obvious, for the congestion at John Milledge, Monte Sano and Woodlawn will be relieved. Building it immediately across Baker Avenue from the Academy of Richmond county, an ideal site was chosen, which was purchased several years ago by the board of education.

The Augusta Chronicle is particularly pleased and we are certain that the entire community is likewise, because of the provision being made for negro schools. A new $100,000 fourth ward negro school will have large capacity, while two other negro schools are planned. Practically $200,000 of the $700,000 from the bond issue, will go for negro schools, with one in the fourth ward, one in the third and a small school in the fifth. Other white schools to be provided are Evans Academy, Perrin school, Turpin Hill and King Mill.

We are especially pleased that a very gracious lady who gave her life to the children of Richmond county will be honored with a school being named for her. Miss. Sue Reynolds, for practically half a century, a teacher will be honored with the 1269th district school being named the "Sue Reynolds School." Miss Reynolds, an octogenrian, still lives and takes a keen interest in the affairs of the community despite her advanced years.

This newspaper would most urgently urge that the board of education, in selecting names for the new schools, name one of the large city schools in honor of the late Capt. James L. Fleming, president of the board of education for a third of a century, a man who never had any children of his own, but who loved all children and who gave his life for the children of the schools of Richmond county and the children of the Tuttle-Newton orphanage.

Then, too, we again make the suggestion that one of the large city schools be named in honor Dr. Lawton B. Evans, for fifty years superintendent of our board of education and one of the oustanding educators of the country. The Augusta Chronicle suggested some months ago that the fourth ward white school be named for Dr. Evans and the Sixth ward white school for Capt. Fleming.

And while we are writing of names for schools would it not be fitting to have the negro schools named for outstanding leaders of that race in matters of religion and education. It is true that the Walker Baptist Institute is a monument to the late Dr. C. T. Walker, the "Black Spurgeon," but there have been other negroes who have done magnificent work.

Augusta, Ga., Chronicle
August 6, 1933

FLORENCE STREET SCHOOL PLANS TO BE FINISHED SOON

Architect Drawing Specifications For $75,000 Negro Structure

Plans for the Florence Street school for colored children, being drafted by A. Brian Merry, architect, will be completed in about 10 days, Mr. Merry announced last night. Bids for construction of the buildings, for which the Richmond county board of education has appropriated $75,000, will be advertised as soon after the plans are completed, educational officials said.

The Florence street school, according to plans, will extend 245 feet along Florence street and back from the street a distance of 58 feet. The building will be of all brick and frame construction and while ornate designs have been eliminated the simple lines of the structure with its carefully studied proportions will make it an excellent example of Georgian architecture and one of the most attractive schools in the city.

Twenty class rooms, a domestic science room, a sewing room and offices will be included in the structure. The class rooms will all be well lighted and ventilated, while the domestic science room will be completely and modernly equipped throughout, as will the sewing room. which will include fitting rooms and full equipment for the work to be taught there.

The principal's office will be located near the entrance to the building, according to the plans, which also provide a rest room for the teachers, with a separate lavatory.

Included in the plans are also four large wash rooms, two on the first floor and two on the second, providing a washroom on both floors for boys and girls. The wash rooms on the lower floor are connected directly with the large playground which will be in the rear of the building.

Plumbing throughout the building will be the most modern obtainable and installations have been designed with special care as to convenience and utility.

One feature of the building will be a room for medical examinations where school clinics may be held, the local physicians to determine fitness of the pupils.

A complete steam heating system will be installed and in each of the 20 class rooms wardrobes will be constructed to provide space for coats, hats and books. Maximum blackboard space has been provided by the architect in designing the class rooms, and ample wall space for boards on which bulletins and school displays of various kinds may be tacked has been arranged.

Mr. Merry is rushing work on the plans to complete them as soon as possible, he said yesterday, in order that construction work may begin in the near future.

Dawson, Ga., News
August 9, 1933

FIVE NEGRO SCHOOLS ARE NEAR COMPLETION

WAGE SCALE OF R. F. C. WORKERS WILL PROBABLY INCREASED TO 30c AN HOUR.

The completion of five negro school buildings in the county within the next ten days will finish a project of vital importance and one which has been carried on in the face of almost insurmountable obstacles.

When the local relief commission first undertook to build the schools officials of the Georgia Relief Commission discouraged the plan because skilled labor would be required and regulations permitted only the payment of sufficient funds to meet food requirements of workers.

It was thought that services of laborers could not be had at the cost permitted, but before concrete plans were made a meeting of negro workmen, skilled in their respective vocations, was held, with the result that co-operation was pledged and the carrying out of the program assured.

Commodious in structure and built according to specifications, the schools will all be ready for occupancy by the opening day, in September, and the accomplishment reflects not only ability in placing labor by the Terrell county committee, but by the efforts of the negroes themselves, who have assisted in the work.

It is not known whether further relief projects will be attempted in this county because of recent instructions from the federal relief administrator to the effect that rate of pay for R. F. C. workers will be raised in keeping with minimum wages under the National Recovery Act, and that hours of work shall not exceed 8 hours in any one day or more than 35 hours a week.

Because of conditions peculiar to this section it is not seen how the instructions can be complied with locally.

No additional funds have been received here with which to put the new regulations into effect on projects now under construction, and as far as has been ascertained by the Terrell county welfare board, these will not be forthcoming at any specified time in the near future. Messrs. A. E. Johnston and W. F. English, county commissioners, and Mr. A. L. McLendon are in Atlanta today for the purpose of taking the matter up with officials of the state welfare board, and the outcome of the conference is awaited with interest here.

Atlanta, Ga., Journal
August 10, 1933

TERRELL TO COMPLETE SIX NEGRO SCHOOL BUILDINGS SOON

DAWSON, Ga., Aug. 10.—The completion of five Negro school buildings in Terrell County, outside Dawson, and one in the city, within the next ten days or two weeks will complete projects of vital importance and projects which have been carried on in the face of almost insurmountable obstacles.

Commodious in structure and built according to specifications furnished by the state board of education, the school will be ready for occupancy by the opening day, in September, and the accomplishments reflect not only ability of those in charge in placing labor, but also by the efforts of the Negroes themselves who have asisted in the work.

It is not known whether further relief projects will be attempted in this county.

Education-1933

Missouri.

Common Schools, Improvement of.

Dr. Todd Endorsed For Board of Education

Argus 3-3-33

On last Thursday evening the representative leaders of various fraternal, religious and civic organizations met for dinner at the Lovejoy Cafeteria for the purpose of discussing the merits of candidates for the Board of Education and the problems confronting colored parents. Dr. A. W. Cheatham delivered an address analyzing the statistics of the Negro school population and Editor J. E. Mitchell, Grand Chancellor A. W. Lloyd and Judge Crittenden E. Clark gave short talks based upon their experience with school problems.

Because of his contributions to the school system as a whole and his knowledge and constructive work in behalf of school playgrounds the candidacy of Dr. D. C. Todd was indorsed by all present except Dr. Cheatham.

Upon motion of Rev. Dr. John F. Moreland a permanent organization was perfected and a committee was appointed to investigate all School Board candidates for the purpose of determining what four will best serve our group intersts.

It is understood that another such meeting was to be held within a short time.

North Carolina

Education - 1933

Common Schools, Improvement of.

Charlotte, N. C. Observer
Saturday, January 28, 1933

New Negro School Building Dedicated

Members of Board of Education and Citizens of Community Take Part in Short Exercises in Second Ward.

Charlotte's newest school, the Myers Street school for negroes, was dedicated last night to the educational training of the negro children in Second ward at a short ceremony held in the Second Ward school auditorium.

The dedicatory ceremony lasted for only a few minutes. E. S. DeLaney, chairman of the buildings and grounds committee, turned over the school to the city school board. Dr. John Long Jackson, vice chairman of the board, presiding in the absence of Mayor Charles E. Lambeth, who was unable to attend the exercises, accepted it in behalf of the board and in turn presented it to the patrons. Henry Houston, editor of The Charlotte Post, accepted it for the community whose youth it will serve.

Both Chairman Jackson and Mr DeLaney gave much credit to County Superintendent Frank A. Edmonson and to the county board of education for making the erection of the new building possible. Chairman Jackson said it was largely through the work of the county superintendent that funds were procured with which to build the new plant, which replaces the old Myers Street school, condemned as a firetrap in 1931 by the state insurance department.

Mr. DeLaney in his presentation speech as chairman of the building and grounds committee, which supervised construction, said the new building is one of the best equipped in the city system, and expressed regret that not enough funds were available to erect a building large enough to serve the community. "I had hoped to see a building of 30 rooms," he said, "a playground large enough for children to use without endangering their lives, but this is the best we could do with the money we had. It is a good building, well constructed, well planned but not large enough."

Dr. Jackson informed the patrons and children of school age that classes will start Monday morning, and elementary children who have been attending Second Ward school will receive instruction in the Myers Street school.

Houston, in accepting the building, promised the school board that the new school and its grounds will be a credit to the community. He thanked the board for erecting the school on the site of the old one, which was in use for more than a generation. The Myers Street site, he said, is cloaked in tradition and sentimental memories, and the school board in deciding to build the new school on it carried out the will of most of the negro residents of the ward.

BUILT WITH STATE LOAN.

The new Myers Street school was erected at a cost of $50,000, through a loan obtained by the county board of eduaction from the state literary and building funds. Final selection of a site provoked a controversy within the board which raged for several months and delayed action on obtaining the loan and beginning construction.

Present at the exercises last night were three members of the city school board, Dr. Jackson, Mrs. W. C. Mitcham, Mrs. J. Boyce Hunter, and E. S. DeLaney; W. B. McClintock, chairman of the county school board, Superintendent Edmonson City Superintendent H. P. Harding Charles Blackburn, business manager of city schools; Dr. H. L. McCrorey, president of Johnson C. Smith university, and the principals of Second Ward high school and Myers Street school.

Henderson, N. C., Gold Leaf
Thursday, February 16, 1933

FUNDS TO BE USED IN SCHOOL REPAIRS

$668 Available for Work, With Labor Paid By Unemployment Fund

WILL PROVIDE BOOKS

Any Part Necessary for $260 Available for Helping Needy Colored Children Authorized by Commissioners

Use of $668.10 now available for repairs and painting to the schools buildings in the city and county was authorized by the Vance Board of County Commissioners yesterday at their monthly meeting for February. Such portions of this money as may be spent will be used in the purchase of materials, and the labor will be provided through the Federal relief allotments for the county, it was stated.

Numerous odds and ends jobs need to be done in the repairing of school property, it is understood, and the commissioners authorized Superintendent E. M. Rollins to proceed with the work on this basis.

Authority was also given the superintendent to use all or any part necessary of a fund of $250 to purchase needed school books for colored children unable to provide their own books. This latter amount is understood to be available from the Rosewald fund, which has lately been received.

Charlotte,
Wednesday, March 15, 1933

NEGRO SCHOOLS BEST ATTENDED

Percentage in February is 93.5; White Schools Have Only 93.

Negro schools in the Charlotte system outstripped those in the white division in the percentage of attendance for the sixth month of the current school year, according to the monthly report compiled yesterday at the office of Superintendent Harry P. Harding.

The average daily attendance in negro schools was 93.5 per cent of the monthly enrollment, while the percentage attendance in white schools was 93.

Three schools, one white and two negro, tied for first place with an attendance percentage of 95. Seversville in the white group and Biddleville and Myers Street schools in the negro division.

TOTAL NOW 17,467.

The annual enrollment of pupils March 6 was 17,467, an increase of 81 over the previous month, and 465 over the same months of 1932.

Although the enrollment increased, the monthly membership was 170 below that of the previous month, but was 535 greater than that of the same month of last year. The February membership, or the number of pupils actually in school during the month, amounted to 16,288.

The average daily attendance in white schools was 10,628 pupils for an enrollment of 12,283 and a membership of 11,408. In negro schools the average daily attendance was 4,577, giving an average daily attendance for the system of 15,205. February showed an increase of five-tenths of one per cent in its average daily attendance in comparison with that for the previous month, but was 1.5 per cent below the figure for February of last year.

PERCENTAGES BY SCHOOLS.

Attenadnce percentages follow by schools: White schools—Alexander Graham junior high, 94; Bethune, 91; Central high, 94; Charlotte Technical high, 91; Dilworth, 93; Elizabeth, 94; First Ward, 93; D. H. Hill, 91; Parks Hutchison, 92; Myers Park, 93; North Charlotte primary, 93; Piedmont junior high, 94; Plaza Road, 94; Seversville, 95; Sunshine, 89; Zeb Vance, 94; Villa Heights, 90; Wesley Heights, 92; and Wilmore, 93.

Negro schools: Alexander Street, 94; Biddleville, 95; Fairview, 94; Hill Street, 94; Morgan, 92; Myers Street, 95; and Second Ward, 93.

North Carolina.

Education - 1933

Common Schools, Improvement of.

Henderson, N. C., Gold Leaf
Thursday, March 16, 1933

NEW SCHOOL FOR COLORED FINISHED

Will Be Accepted by School Boards Before Being Put Into Service

The new $16,000 school building at Henderson Institute for the colored has been completed, and now awaits only the formal approval and acceptance by the city and county school boards before being put into use, it was announced today by E. M. Rollins, city-county superintendent of schools.

Mr. Rollins said he understood the chairmen of the two boards would designate a committee to make an inspection of the new structure before it is accepted. But it is now ready for use.

The building replaces one that was burned a yea rago. The site was deeded to the local school authorities by the colored church organization that sponsors Henderson Institute, and the county furnished the money for the building. All colored high school pupils in this county attend the school.

Education - 1932

Pennsylvania

Common Schools, Improvement of.

PHILLY'S NEW SCHOOL CALLED NATION'S BEST

Afro-Am 5/21/32

PHILADELPHIA—The new Paul Laurence Dunbar Public School on 12th above Columbia, which was formally opened to students during the past month, is considered the finest elementary educational institution in the country.

A visit to the building by an AFRO reporter bore out this claim. The auditorium on the first floor is modernly equipped. On either side of its stage are dressing rooms made for juvenile actors. The wide stairs to the second floor lead one to the third and fourth grade rooms which carry out the same modern ideas.

The third floor houses the fifth and sixth grades as well as the cafeterias for children and for teachers. Ascending further to the roof one reaches the "playground in the sky," an impressive roof playground covered by an arc of wirework for safety and having next to it a semi-inside playground to be used in case of rain.

Prof. Tanner H. Duckery is principal of the Dunbar School, formerly known as the Lynde School. Twenty-five teachers are employed there. The school is one of the showplaces of the city since it was moved into a month ago.

Education - 1933

Common Schools, Improvement of.

South Carolina.

Ridgeland, S. C. Record
April 6, 1933

NEGRO SCHOOL IS DEDICATED

Exercises Mark Formal Opening County Training School Of Jasper

The new negro Jasper county training school was dedicated with appropriate exercises at 1 o'clock Thursday afternoon, March 30. The building, a six room frame affair, replaces one that was burned.

The speakers at the ceremonies were: J. H. Hope, state superintendent of education; J. B. Felton, state agent for negro schools; W. A. Schiffley, assistant state agent for negro schools; S. P. Clemon, architect with the state department of education who prepared the plans for the new building; W. A. Sauls, county auditor; L. S. McCormack, judge of probate court, Sheriff F. H. Drew, Y. C. Weathersbee, county superintendent of education; Professor E. S. Blassengale, principal of the negro county training school.

The dedicatory address was delivered by Professor Freeman of the State College for negroes at Orangeburg.

There was a large crowd at the exercises.

Common Schools, Improvement of.

A HOPEFUL SIGN

The announcement of readjustment in the curriculum at Wiley College to meet the new needs which face Negroes is a hopeful sign. "Adaptation is the life process of civilization," says President Dogan in stating that there probably will be other changes before the opening of the fall term. As evidence that Dr. Dogan means to act, and not merely to talk, he has already ordered the addition of a course in beauty culture to the Wiley course of study. 7-1-33.

The Informer has no doubt that, properly taught, beauty culture will be far more useful to Wiley College girls and to the communities into which they will go than much that is now being taught at great sacrifice to the college budget. It is to be hoped that this courageous step by President Dogan will be fully understood and thoroughly supported by students, parents, and the general Negro community... For it is along this line of adjusting college training to the needs of community life that the future hope of Negro progress lies.

Virginia

Education - 1933

Common Schools, Improvement of.

FIRST COLORED SCHOOL PRINCIPALS IN RICHMOND

JOHN L. NIXON

MISS ETHEL THOMPSON

OSCAR A. MOTON

Richmond Bureau
504 N. Third St.

RICHMOND — John L. Nixon, Miss Ethel Thompson, Oscar A. Moton, Miss Mary M. Scott and Miss Sarah E. Brown, will have charge of five of the Negro schools in Richmond with the beginning of the 1933-34 session.

Miss Thompson is a graduate of Virginia Union University, was an instructor in Booker T. Washington School, and holds a master of arts degree from Columbia University. Miss Thompson, who will be principal of Elba Street School, lives with her parents at 917 Saint Peter St. Miss Thompson is at present in Toledo, Ohio.

Mr. Nixon, former member of the Armstrong High School faculty, finished a year's study at Columbia University this year, receiving the M. A. degree in secondary education. He received his A. B. in arts from Union University in 1916, took extension work at his alma mater and received his A. B. in education in 1925. He organized the Armstrong High School Glee Club in 1919, of which he is director, and has served as head of Armstrong's department of mathematics for the past five years. Mr. Nixon will begin the 1933-34 session as principal of the Buchanan School.

Mr. Moton graduated from Armstrong High School in 1922, received his A. B. in education from Union University, taught in Winston-Salem, N. C., one year, in Armstrong for the past six years, was teaching principal in Van DeVyver Institute Extension Course for three years, founded the Elite Literary and Social Club, and is the organist of Fourth Baptist Church, where he is also teacher and assistant superintendent of the Sunday School.

Mr. Moton is also a music teacher and has been critic teacher at Virginia Union University for the past five years in the department of education. He is married and lives with his wife, Mrs. Effie P. Morton, at 3222 P Street. He is a member of Phi Beta Sigma, and will begin the 1933-34 session as assistant principal of Moore Street School.

Miss Mary M. Scott, also a Union graduate, will begin the term as acting principal of Providence Park school and Miss Sarah E. Brown as acting principal of Webster Davis School. Misses Scott and Brown were named to their positions at the June meeting of the School Board.

Dr. John W. Barco, vice-president of Virginia Union University, was one of the first to record his pleasure over the new policy. He pointed out that Misses Thompson and Scott, and Messrs. Nixon and Moton are graduates of Union.

"Our institution is happy to note that our graduates are the recognized leaders of education in this section," saind Dr. Barco. "We had nothing to do with the selections which, I am told, were made from a long list of qualified candidates. We have taken an active part in the building up of sentiment for colored principals and before that Union was active in the campaign for colored high school teachers. I believe Union alumnae all over the country will be gratified to know about the new work of our graduates here."

RICHMOND, VA.
NEWS LEADER

JUL 29 1933

HEARTENING TO NEGROES.

Both the school board and Superintendent BINFORD are to be congratulated on the promptness with which they have translated into appointments the decision of the school board to name Negro principals for the Negro schools of the city. When the board adopted this policy, some of the Negroes were disposed to think that it would represent no more than a vague promise, the fulfillment of which would long be deferred. By naming two Negro principals last night, the board dissipates these fears.

We hope to see the new policy extended as rapidly as the finances of the board permit. When the board was first petitioned to name Negro principals, we said that favorable action would give to the faithful Negro teachers of Richmond a stimulus they never had. Now that the step has been taken, we believe it will inspire the whole Negro community. Recognition and promotion are the greatest of incentives to most men: why should they be less of a spur to Negroes than to whites? More fundamentally, the development of intelligent Negro leadership depends upon opportunity. Virginia can do nothing for the Negroes that will more surely assist them in the solution of their problems than to place upon them the whole responsibility for the management of institutions for their own race.

Proper salaries for Negro principals cannot, perhaps, be allowed in the present distressful condition of school funds; but we wish to say, once again, that if a Negro school teacher has sacrificed and studied and equipped himself to be principal, he ought to have a decent salary. There is no justification for fixing a permanently-lower standard of compensation on the theory that the "standards of living" of the Negroes "are lower." How, pray, are they to be raised otherwise than by increased pay?

New Building Planned At Training School

Richmond Va.
Times-Dispatch
10-15-33

Gloucester Negro Institution Needs More Room

[Special to The Times-Dispatch.]

GLOUCESTER, VA., Oct. 14—T. C. Walker, negro lawyer of Gloucester and supervising principal without pay for the Gloucester Negro educational system, is planning to erect a new school building at the plant of the Gloucester Training School near Roane's Postoffice. According to Walker's estimate, the building, which will be of brick, will cost between $20,000 and $25,000. The building of the school has become necessary because of congestion. There are over 300 pupils enrolled in the Gloucester Training School. Vocational agriculture and home economics are two of the chief subjects taught.

Education-1933

Virginia

Common Schools, Improvement of.

NEGRO WILL BE NAMED ASSISTANT PRINCIPAL IN RICHMOND AS RESULT OF FIGHT FOR RACE SCHOOL HEADS

Norfolk and Va.

Norfolk Va. 6-3-33

Early Announcement of Appointments For Next Year Spikes All Speculation In Regard To Vacancies To Be Filled

Richmond Bureau
501 N. Third St.

RICHMOND, — Coming fast on the heels of the demise of Albert H. Hill, veteran superintendent of the Richmond public school system, was the announcement this week that a Negro will be named assistant principal of Moore Street School, to serve under H. C. Carlton, present principal of the school who will probably be retired at the end of the 1933-34 session.

Mr. Carlton has been in poor health for several years. Due to the fact that he is at present practically incapacitated, Richmond colored citizens were inclined to believe that he would be retired at the end of the past session. The present action by the school board, at the behest of the assistant superintendent, is described by some as a "tiny sop of gravy to quiet the clamor of colored citizens for principals of their own color."

Person Not Selected

The appointment of an assistant principal at Moore Street is the only action expected to be taken this year, barring the death or resignation of one of the present white principals, in connection with the school board's promise to place Negro principals in the schools for Negro children. All of the white principals who have heretofore held positions in Negro schools, together with their assistants, have been reappointed for the 1933-34 session.

The names of several prominent Richmonders are being discussed in connection with the assistant principalship of Moore Street. Among those most prominently mentioned for the post are: Wiley A. Hall, executive secretary of the Richmond Urban League; Kearney C. Manning, instructor at Armstrong School; and S. C. Howell, teacher in Navy Hill School.

Dr. Robert P. Daniel, instructor at Virginia Union University, is also being prominently mentioned for the position, but there is doubt as to his availability.

Question Availability

Friends of Dr. Daniel point out that if the position to be offered was that of principalship of Armstrong High School there might be some chance of Dr. Daniel considering the position, but they point out that the scope of his usefulness to his people in the position of assistant superintendent in a small elementary school, though the pay in such position was adequate, would be so narowed that serious consideration of such a position by him would be unwise. No hope is held out that Dr. Daniel would even consider the job.

A significant fact in connection with the announcement of the principals and teachers for the next session, is that heretofore the names of those elected to serve have been withheld until shortly before the beginning of the session. Just why they were announced so early this year has not been ascertained.

It was felt that in the event the assistant superintendent was elected to fill the vacant position of superintendent that some principal from one of the white schools, might be moved up until a vacancy in one of the Negro schools would obtain. This, however, it seems, will not happen, even though the assistant superintendent is made superintendent.

The closing of the normal school will leave several teachers and principals out of employment, who will be absorbed into the white system, and it is believed that these will be used to fill up any vacancies created by promotions. The white principals in the Negro schools will therefore remain in their present positions.

RICHMOND NAMES FIVE PRINCIPALS

Afro-American

RICHMOND, Va. — Five public schools in Richmond will be under the direction of colored principals fo rthe first time when school opens in September. 9-5-33

Their appointment is the result of a new deal on the part of the school board, which for many years has refused to promote colored teachers to the rank of principal.

Two of those named, John L. Nixon and Miss Ethel Thompson, are rated as full principals. Oscar A. Morton will be acting principal and Miss Mary Scott and Miss Lillian Peters will be assistant principals.

Dr. John W. Barco, vice-president of Virginia Union University, was one of the first to record his pleasure over the policy. He pointed out that the first four named above are graduates of Union University.

Miss Thompson and Mr. Nixon also hold master of arts degrees from Columbia University.

HIGH OFFICIALS GIVE VIEWS ON REPLACING RACE WITH WHITES

Richmond and Norfolk Va.

Richmond Bureau

RICHMOND, Va. — From two high official sources the action of the schools' board in creating the post of fiscal agent at Virginia Manual Labor School, Hanover, and filling it with a white man; the dismissing of the colored female visiting physician for the Virginia Industrial School for Girls at Peake, and the substitution in her place of a white resident physician for both schools, was described as part of an "economy," "efficiency," and "temporary reorganization" program.

One pronouncement was from Governor John Garland Pollard and the other was from A. W. James, state commissioner of public welfare, and took the form of replies to two protesting colored citizens. The Journal and Guide secured copies of these replies this week.

Governor Pollard wrote to Dr. J. W. Pierce, of Suffolk, former president of the Old Dominion Medical Society. Mr. James wrote to Booker T. Bradshaw, of Richmond, president of the Virginia Mutual Benefit Life Insurance Company.

Governor's Attitude

After pleading that the protested action had been taken before he received Dr. Pierce's letter, Governor Pollard declared: "I am sure that you would not have the board break its contract with the new appointee (resident physician)."

This was taken to indicate that the state chief executive will not use his authority or influence to have the schools' board reconsider its action.

Commissioner's Stand

Mr. James said he was of the opinion that the action taken with reference to the two state schools was "entirely justified."

He added that he did not see "how the board or executive committee could set a time limit for the reorganization it has taken at the schools....To set a time limit would more than likely defeat the very purpose which the board has in mind...."

Attitude Of Negroes

Negro leaders and newspapers are contending that the purpose of the board is to create jobs for whites at the expense of Negroes, and to take away the operative administration of the two schools from the race, which established them as private institutions and then turned them over to the state.

Mr. James said that as an ex-officio member of the schools' board he voted for the white resident physician and for the white fiscal agent, the latter appointment that applies only to the boys' school.

New Controversy

A controversy has developed here out of the alleged fact that Governor Pollard wrote Mrs. Maggie L. Walker to know if her health "would permit" her continuance as a member of the board. The letter is regarded as a tacit suggestion that she resign "on account of her health" in favor of Dr. Gordon B. Hancock.

The letter connecting the eminent educator with the situation was written without his knowledge or consent. Much has been made of the fact that Dr. Hancock's name was linked with the "diplomatic request" for Mrs. Walker's resignation by the governor and the matter as yet is not entirely settled.

Mrs. Walker is said to have stated in her reply to the governor that "my health was never better," which is considered a flat refusal to resign. Mrs. Walker being out of the city as this was written but the Guide's information was obtained from a source considered dependable.

No Change Contemplated

Many futile attempts have been made to ascertain if any favorable action was to be taken by state officials in the controversy that recently developed out of the appointment of the white resident physician and the white fiscal agent, who are to look after the medical and fiscal needs arising in the Virginia Manual Labor School for Boys and the Virginia Industrial School for Girls.

The attitude of one member of the board, Mr. James, is believed to express the attitude of the majority of the board members. His letter was sent to Mr. Bradshaw in reply to a letter he wrote Mr. James, under date of July 25.

Mr. Bradshaw's letter to Mr. James, which is thought to have been written in response to the request of the United Civic Leagues of Virginia that letters of protest be written to the governor, the commissioner of public welfare, and Mrs. W. S. McNeill, chairman of the board governing the two schools, follows:

Text Of Letter

"I am writing you relative to a matter that seems destined to disrupt the good feelings here in Virginia between the white and colored races that is known all over the country and that is spoken of with equal pride by both races. I refer to the situation at the Virginia Manual Labor School and the Virginia Industrial School.

"No doubt you have received many communications, relative to this matter and probably it may seem like a small matter to you. However, to the your office will merely set a definite date that these appointments will expire and qualified Negroes will be given a chance to fill the positions.

"You state the appointments are temporary, but if they are for ninety days or some other space of time, merely by so stating you would do away with the gap now existing.

"Give the matter your consideration, I feel that you will see the wisdom of closing the schools in Hanover.

"I infer from your letter that you do not think that the department of public welfare controls these schools or that I, as commissioner, am entirely responsible for these emergency appointments. May I call your attention to the fact that I am merely one of the board of directors, and an ex officio member at the colored industrial schools in Hanover.

Asks Time Limit

"It is indeed a pity that this breach should come. However, since it has come, it can be bridged so easily if better thinking Negroes this is a matter of equal importance as the appointment of a Negro as resident physician at the University of Virginia would be to you.

Commissioner's Reply

Mr. James reply to Mr. Bradshaw follows:

"Thanks for your letter of July 25th concerning the appointment of a white resident physician and fiscal agent at the colored industrial schools in Han- that. I am neither the chairman of

Education-1933

Common Schools, Improvement of.

Virginia

NEGRO WILL BE NAMED ASSISTANT PRINCIPAL IN RICHMOND AS RESULT OF FIGHT FOR RACE SCHOOL HEADS

Early Announcement of Appointments For Next Year Spikes All Speculation In Regard To Vacancies To Be Filled

Richmond Bureau
501 N. Third St.

RICHMOND, — Coming fast on the heels of the demise of Albert H. Hill, veteran superintendent of the Richmond public school system, was the announcement this week that a Negro will be named assistant principal of Moore Street School, to serve under H. C. Carlton, present principal of the school who will probably be retired at the end of the 1933-34 session.

Mr. Carlton has been in poor health for several years. Due to the fact that he is at present practically incapacitated, Richmond colored citizens were inclined to believe that he would be retired at the end of the past session. The present action by the school board, at the behest of the assistant superintendent, is described by some as a "tiny sop of gravy to quiet the clamor of colored citizens for principals of their own color."

Person Not Selected

The appointment of an assistant principal at Moore Street is the only action expected to be taken this year, barring the death or resignation of one of the present white principals, in connection with the school board's promise to place Negro principals in the schools for Negro children. All of the white principals who have heretofore held positions in Negro schools, together with their assistants, have been reappointed for the 1933-34 session.

The names of several prominent Richmonders are being discussed in connection with the assistant principalship of Moore Street. Among those most prominently mentioned for the post are: Wiley A. Hall, executive secretary of the Richmond Urban League; Kearney C. Manning, instructor at Armstrong School; and S. C. Howell, teacher in Navy Hill School.

Dr. Robert P. Daniel, instructor at Virginia Union University, is also being prominently mentioned for the position, but there is doubt as to his availability.

Question Availability

Friends of Dr. Daniel point out that if the position to be offered was that of principalship of Armstrong High School there might be some chance of Dr. Daniel considering the position, but they point out that the scope of his usefulness to his people in the position of assistant superintendent in a small elementary school, though the pay is so narowed that serious consideration of such a position by him would be unwise. No hope is held out that Dr. Daniel would even consider the job.

A significant fact in connection with the announcement of the principals and teachers for the next session, is that heretofore the names of those elected to serve have been withheld until shortly before the beginning of the session. Just why they were announced so early this year has not been ascertained.

It was felt that in the event the assistant superintendent was elected to fill the vacant position of superintendent that some principal from one of the white schools, might be moved up until a vacancy in one of the Negro schools would obtain. This, however, it seems, will not happen, even though the assistant superintendent is made superintendent.

The closing of the normal school will leave several teachers and principals out of employment, who will be absorbed into the white system, and it is believed that these will be used to fill up any vacancies created by promotions. The white principals in the Negro schools will therefore remain in their present positions.

RICHMOND NAMES FIVE PRINCIPALS

Afro-American

RICHMOND, Va. — Five public schools in Richmond will be under the direction of colored principals fo rthe first time when school opens in September. 9-5-33

Their appointment is the result of a new deal on the part of the school board, which for many years has refused to promote colored teachers to the rank of principal.

Two of those named, John L. Nixon and Miss Ethel Thompson, are rated as full principals. Oscar A. Morton will be acting principal and Miss Mary Scott and Miss Lillian Peters will be assistant principals.

Dr. John W. Barco, vice-president of Virginia Union University, was one of the first to record his pleasure over the policy. He pointed out that the first four named above are graduates of Union University.

Miss Thompson and Mr. Nixon also hold master of arts degrees from Columbia University.

HIGH OFFICIALS GIVE VIEWS ON REPLACING RACE WITH WHITES

Richmond Bureau

RICHMOND, Va. — From two high official sources the action of the schools' board in creating the post of fiscal agent at Virginia Manual Labor School, Hanover, and filling it with a white man; the dismissing of the colored female visiting physician for the Virginia Industrial School for Girls at Peake, and the substitution in her place of a white resident physician for both schools, was described as part of an "economy," "efficiency," and "temporary reorganization" program.

One pronouncement was from Governor John Garland Pollard and the other was from A. W. James, state commissioner of public welfare, and took the form of replies to two protesting colored citizens. The Journal and Guide secured copies of these replies this week.

Governor Pollard wrote to Dr. J. W. Pierce, of Suffolk, former president of the Old Dominion Medical Society. Mr. James wrote to Booker T. Bradshaw, of Richmond, president of the Virginia Mutual Benefit Life Insurance Company.

Governor's Attitude

After pleading that the protested action had been taken before he received Dr. Pierce's letter, Governor Pollard declared: "I am sure that you would not have the board break its contract with the new appointee (resident physician)."

This was taken to indicate that the state chief executive will not use his authority or influence to have the schools' board reconsider its action.

Commissioner's Stand

Mr. James said he was of the opinion that the action taken with reference to the two state schools was "entirely justified."

He added that he did not see "how the board or executive committee could set a time limit for the reorganization it has taken at the schools....To set a time limit would more than likely defeat the very purpose which the board has in mind...."

Attitude Of Negroes

Negro leaders and newspapers are contending that the purpose of the board is to create jobs for whites at the expense of Negroes, and to take away the operative administration of the two schools from the race, which established them as private institutions and then turned them over to the state.

Mr. James said that as an ex-officio member of the schools' board he voted for the white resident physician and for the white fiscal agent, the latter appointment that applies only to the boys' school.

New Controversy

A controversy has developed here out of the alleged fact that Governor Pollard wrote Mrs. Maggie L. Walker to know if her health "would permit" her continuance as a member of the board. The letter is regarded as a tacit suggestion that she resign "on account of her health" in favor of Dr. Gordon B. Hancock.

The letter connecting the eminent educator with the situation was written without his knowledge or consent. Much has been made of the fact that Dr. Hancock's name was linked with the "diplomatic request" for Mrs. Walker's resignation by the governor and the matter as yet is not entirely settled.

Mrs. Walker is said to have stated in her reply to the governor that "my health was never better," which is considered a flat refusal to resign. Mrs. Walker being out of the city as this was written but the Guide's information was obtained from a source considered dependable.

No Change Contemplated

Many futile attempts have been made to ascertain if any favorable action was to be taken by state officials in the controversy that recently developed out of the appointment of the white resident physician and the white fiscal agent, who are to look after the medical and fiscal needs arising in the Virginia Manual Labor School for Boys and the Virginia Industrial School for Girls.

The attitude of one member of the board, Mr. James, is believed to express the attitude of the majority of the board members. His letter was sent to Mr. Bradshaw in reply to a letter he wrote Mr. James, under date of July 25.

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"I am writing you relative to a matter that seems destined to disrupt the good feelings here in Virginia between the white and colored races that is known all over the country and that is spoken of with equal pride by both races. I refer to the situation at the Virginia Manual Labor School and the Virginia Industrial School.

"No doubt you have received many communications, relative to this matter and probably it may seem like a small matter to you. However, to the better thinking Negroes this is a matter of equal importance as the appointment of a Negro as resident physician at the University of Virginia would be to you.

Asks Time Limit

"It is indeed a pity that this breach should come. However, since it has come, it can be bridged so easily if

"I infer from your letter that you seem to think that the department of public welfare controls these schools or that I, as commissioner, am entirely responsible for these emergency appointments. May I call your attention to the fact that I am merely one of six members of the board of directors, and an ex officio member at what I am asking, but I feel I addressing a man just big enough to do it."

Commissioner's Reply

Mr. James reply to Mr. Bradshaw follows:

"Thanks for your letter of July 25th concerning the appointment of a white resident physician and fiscal agent at the colored industrial schools in Hanover. I am neither the chairman of

the board, nor chairman of the executive committee.

"However, I shall be frank to say that I voted for both appointments upon the express understanding, however, that it was an emergency measure, not necessarily permanent. I am convinced that to do the job which had to be done, in the time at our disposal, considering the approaching special and regular session of the General Assembly, the making up of the biennial budgets which has already begun, and other considerations, entirely justified the appointment made.

Expresses Disagreement

"I do not agree for a moment that these appointments 'is a matter of equal importance as the appointment of a Negro as resident physician at the University of Virginia would be.' It should be remembered that the Central State Hospital and the Piedmont Sanitorium have always had white officials. Personally, I do not see how the board or executive committee could set a time limit for the reorganization it has undertaken at the schools. It might be done in 30 days or, again, it might take six months, or twelve months.

"To set a time limit would more than likely defeat the very purpose which the board has in mind, and lead to a state of psychlogy that would work against rather than for the cooperation and understanding necessary to perfect the plan. When a person is sick a doctor is not employed for one day or one month. The only consideration is the restoration of the patient to normal health.

Says Schools Are Sick

"These schools are sick: They have not received the appropriation from the General Assembly necessary to keep up buildings, equipment, etc. They have not received the continuous persistent and daily attention of the board which the should have received. The medical and fiscal systems have not been brought into line with modern demands, and the requirements of excess population.

"Similar adjustments are being carried out in all of the state institutions. There is no reflection on the officers of these schools that this re-organization is also necessary at these institutions. Personally, I would hate to think that the Negroes of Virginia feel that they do not need the assistance and cooperation of the white people, or on the other hand, that the white people of Virginia do not need the assistance and cooperation of the Negroes, particularly in times of an emergency, which has so disastrously affected both races.

"The regular officers of the schools are cooperating wholeheartedly with the board to bring about the desired and necessary changes and improvements at these schools. If the matter is not prejudiced by agitation or precipitate action which would result in tying the hands of the board, I personally feel confident that the changes will be effected in a reasonable length of time."

Reply Is Surprise

Mr. Bradshaw told the Journal and Guide that he was of the opinion he "had written a decent letter to Mr. James," that he "had said nothing in my letter to offend the sensibilities of any reasonable man," and was "surprised at the angry tone which rang throughout the reply from Mr. James."

The letter from the commissioner has given a new definition to the word "cooperation." To Mr. James it means that a man who takes your job which you sorely need or one who sets himself up as a dictator over you is cooperating with you, that is if that man happens to be white.

One-Way Rule

The rule will not work both ways, for it is known that Mr. James would not call the appointment of a Negro physician or fiscal agent at the white Maidens School in resident, or any other capacities, cooperation. Negroes must cooperate with white people in an entirely different manner from that in which white people are to cooperate with Negroes.

Negroes in Richmond do appreciate the cooperation and assistance of white people; this fact is known to all well-informed persons, but it is also known that Negroes of Richmond and Virginia do not relish the kind of "cooperation" which is bossism or overseership.

GOVERNOR'S REPLY TO DR. J. W. PIERCE

SUFFOLK, Va.—Dr. J. W. Pierce, former president of the Old Dominion Medical Society, received a reply from Governor Pollard last week, to a letter he wrote protesting against the removal of Dr. Zenobia Gilpin as physician of the Girls Industrial School at Peaks, Va. Excerpts of Dr. Pierce's letter were published in the Journal and Guide.

Governor Pollard wrote: "Your letter of July 7th has been received. Before its receipt the Board having charge of the Industrial Schools for Colored children had already, in the interest of efficiency and economy, made the change of which you complain. They assure me it was not on account of any race prejudice, but solely in the interest of the welfare of the unfortunate inmates of these institutions.

"When I investigated the matter, the change had already been made, and I am sure that you would not have the Board break its contract with the new appointee.

First Colored to Head Schools Within Past Thirty Years

RICHMOND, Va. (CNS)—When Richmond's public schools re-open in September, two Negro school principals and an assistant school principal will take up the duties of those positions under the recent action of the school board.

Three schools in the city had Negro principals during the political turn-over of readjustment times, thirty years ago. But since then all Negro schools have been headed by white men until the school board decided at its last meeting to appoint Negro principals. For many years after those in power during readjustment had lost out politically the Negro schools had all white staffs. This gave way some years ago to the system of having a white principal and Negro teachers.

James Hugo Johnston, later named president of the Virginia Normal and Collegiate Institute at Petersburg, was principal of Baker School during the readjustment period; A. V. Norrell was principal of Navy Hill School during the same period and is still a member of the school system here, while the late James H. Hayes (whose son, George E. C. Hayes, is a prominent lawyer in Washington) who later became a lawyer was principal at the old Valley schools.

The city high school will remain under a white principal.

CITIZENS FIGHT $600,000 LOAN FOR WHITE SCH.

City Has No Four-Year Institution For Negro Children

Special to Journal and Guide

ALEXANDRIA, Va.—Unless the school authorities decide to build and support a four-year high school for its colored children, white children may find that they must go without a new $300,000 high school building.

How this will be done was told colored parents and other citizens here Friday night of last week at one of the largest regular meetings ever held by the Alexandria Citizens Association, a civic body composed of colored Alexandrians. The meeting was held at Odd Fellows Hall.

Have Made Petitions

For several years colored citizens have been making petitions for a four-year high school, but to no avail. The crowded Parker Gray school with 18 teachers and over 825 students, and the suburban Seminary (3-teacher) school gives two years of high school work and last June had a graduating class of 30.

To Take Legal Steps

At the meeting last week it was unanimously agreed that the association's attorney take the necessary legal steps to prevent the proposed loan of $600,000 to the city, of which $300,000 is to be spent for a white high school, unless adequate provisions are made for the higher grade school for Negroes.

J. Byron Hopkins, Jr., general counsel, also reported that in a recent visit to New York, a prominent attorney had promised to assist the association in the prosecution of its case.

Hardship On Youth

Many of the young people who finish do not go beyond the junior high school because they cannot afford to leave home and support themselves in some other city. It is argued that if they were given the opportunity, they would study here.

The added sociological problem is also pointed out, in that people just out of junior high school are not fit to enter any specialized field of endeavor, and really too young to do much in these days of crowded fields and unemployment. These conditions leave the young a prey to idleness and leave the way open for the development of criminals.

In the past years Negroes in cities like Newport News, Va. and Louisville and Maysville, Ky., in forcing the hands of the city fathers to give them either high schools or a municipal college, have pooled their votes to defeat bond issues which would have provided white schools but leave the educational facilities of colored community unprovided for.

It was by defeating proposals for bond issues that Louisville now happens to be the only city in the country which has a tax-supported municipal college for Negroes, and it was in this same way that Maysville secured its modern high school building. In recent weeks Suffolk, Va., has also gone into the courts to seek remedy which would give it senior high school facilities for its colored children.

Education - 1933

West Virginia

Common Schools, Improvement of.

W.VA. APPROVES 3 FOR BOARD OF EDUCATION

Afro-American 6-17-33

CHARLESTON, W.Va.—Following a bitter fight in which leading citizens throughout the state took part, the Legislature of West Virginia wrote into law a bill creating a Negro State Board of Education, last week.

The bill makes provision for a board of three colored citizens to be known as the "Negro Board of Education" to sit jointly with the State Board of Education in all matters pertaining to Negro education.

Democratic Move

Although there were many leaders who opposed placing power which would mean selection of instructors and other matters into the hands of colored citizens, the creation of the board is attributed to the efforts of the Negro Democratic State Executive Committee, plus support from some of the ablest Republican leaders.

According to friends of the measure, it is no effort to set up a "Jim Crow" board, but to give the Negro a real deciding vote in matters pertaining to their educational affairs . It is approved by I. J. K. Wells, state supervisor of Negro education.

FAIRMONT, W. VA
TIMES

JUL 1 1933

SMITH LAUDED FOR HIS WORK TO AID NEGRO

Pittsburgh Courier Takes Notice of Work Done By Fairmont Man

The Pittsburgh Courier, weekly newspaper devoted to the Negro race, in a recent issue took notice of the work of State Senator Earl H. Smith in fathering and fostering the negro board of education bill in West Virginia.

Senator Smith wrote this bill and introduced it in the regular session of the legislature where it failed. He re-introduced it in the special session and worked it through both branches to final legislative and executive approval.

The Pittsburgh paper prints Senator Smith's picture and under it says:

"When the history-making Negro State Board of Education Bill was up before the West Virginia senate, Senator Earl H. Smith, above, was in our corner. He and Senator C. E. Hodges steered it triumphantly through at the early June session. Senator Smith is of a noble West Virginia family, major in the late war and commanded Negro troops."

Then in its editorial columns, the Courier comments as follows:

"For many years the Negroes of West Virginia have been more successful in attaining the bi-racial ideal than the Negroes in any other State. By political astuteness plus persistency and determination they have been able to get a fairly good duplication for Negroes of all existing white public institutions in the State from which folk of color are barred.

"Now they have gone a step further. A law creating a Negro State Board of Education has been passed by a Democratic Legislature and signed by a Democratic governor. Thus, West Virginia Negroes now have the power to employ instructors to train their own children and to generally dictate what Negro education shall be. It is noteworthy that this signal achievement occurred under a Democratic regime, when only last autumn our G. O. P. friends assured us that the Negro would be doomed if Herbert Hoover were defeated.

"This is, indeed, segregation de luxe—but segregation right on! Nevertheless, West Virginia has made a mark for the other jim crow States to shoot at. All it needs now to make the dual system complete is a Negro State prison, and we understand they have been agitating for that for several years. Surely if Negroes have separate schools with Negro teachers, what argument can there be against separate jails with Negro guards and wardens?

"West Virginia Negroes are working in the right direction. They are making jim crowism as expensive to the State and as lucrative and valuable to Negroes as possible where segregation is decreed by law. And the more victories they win in that direction, the more willing will white people be to lower the color bar and accept the colored brother on terms of equality."

Education - 1933

A.M.A.
American Missionary Association.

Denominational Schools.

Kings Mt. N. C. Herald
Thursday, March 2, 1933

We wish to call attention to an article appearing in this week's issue of the Herald relative to Lincoln Academy.

The work of this school should be and and we believe is on the hearts of the citizens of Kings Mountain. This fine school has contributed much to the welfare of our community in the education of our negro youth. It is giving back to our community better negro men and women.

This school which was founded in 1888 is supported by the American Missionary Association. It is an accredited school with a prescribed course of study by the State. It's teachers come from the leading negro colleges of our country. Special training in sewing, cooking, general domestic science and vocational agriculture is given.

On several occasions the writer has visited Lincoln Academy, attended concerts and special exercises and with each visit we have been more and more impressed with the fine work this school is doing.

Just at this time the school is putting on a drive for funds with which to carry on. The people are rallying to the cause for which they are deeply grateful. Let's keep Lincoln Academy on our hearts and support her to the best of our ability.

Education-1933

A. M. A.

Denominational Schools.

Macon, Ga. Telegraph
Tuesday, January 31, 1933

VON TOBEL APPEALS FOR AID FOR BALLARD NORMAL SCHOOL

Financial Assistance Sought by Negro Institution for First Time in History of 65 Years; Staff of White and Negro Instructors Teach Varied Courses

For the first time in the 65 years of its existence, Ballard Normal school for Negroes is asking for financial aid from people of Macon. The school, located at the lower end of Forest avenue, is one of the 25 or less accredited Negro high schools in the state.

Up to this year, the school's revenue in tuition paid by students, with its appropriation from the American Missionary association, was enough for operating expenses, but now the A. M. A. income has been cut drastically(enrollment has dropped, and the school is being forced to ask for assistance from local residents.

Prof. Raymond G. von Tobel, a native of Connecticut and a graduate of Brown, who has been principal of Ballard for 25 years, said that previously, the A. M. A., an organization sponsored by the Congregational churches of America, had been sent funds raised by Ballard students and friends, and that the money was distributed to all schools under the association. This year, however, all funds raised locally will be kept by Ballard and will be used in doing work there.

Normally, Ballard has between 350 and 400 students, but economic conditions have cut the enrollment to about 215, Prof. von Tobel revealed. A fee of $3 per month is charged high school students, while tuition for grammar school students ranges downward from that figure.

List Is Cut

Prof. von Tobel said that the A. M. A. already has cut some schools from its list and that a salary reduction of 10 per cent for teachers, all of whom are paid by the A. M. A., already has been placed in effect.

"Our real object in making a general drive this year is to try to keep from getting behind," he explained. "I'm sincerely hoping we will be able to close this year without debt."

He explained that the A. M. A. already had given notice that other schools probably will be cut from the list at the end of this year, and that he believes schools showing deficits will be the first to be dropped.

"That's the reason we are particularly anxious to have the local drive succeed," he explained.

Ballard's present plant, including a three-story administration building a two-story teachers' home and a cottage in which a teacher and his family live, is worth about $100,000 in "normal times," the principal said. The school first was opened at a downtown location, but moved to its present site in 1917.

Regular high school work is offered at Ballard. with particular emphasis placed on normal work. Professor von Tobel said about 80 per cent of the teachers in Negro schools of Bibb county are graudates or former students of Ballard, and that an increasingly large number of Ballard graudates are going to colleges in the North and South.

The first six grades are organized and taught as a practice school.

Manual Work Emphasized

Courses in manual training for boys and domestic arts and science for girls are required of students before they reach the ninth grade. In the high school, advance courses in these subjects are elective.

The administration building contains schoolrooms, a large auditorium,. Professor von Tobel's office, a physics and chemistry laboratory, a manual training room and a domestic science department. Money is needed to purchase additional equipment, but students are being taught as much as possible with what the school can obtain.

Eleven teachers are on the school faculty, several of whom are white, as is Professor von Tobel.

The Ballard drive, which is being conducted by a committee of 12 headed by Rev. M. A. Fountain, pastor of the Stewart Chapel A. M. E. church, will continue until Feb. 27, when a final rally will be held. George N. White, Chicago secretary of the A. M. A. is expected to be here for the last week of the campaign and the rally.

Letters are being sent to Ballard alumni in Macon and in the North, and other methods are being used in soliciting support of the school. Elbert ePabody, a vice president of the First National bank, has agreed to serve as secretary of the campaign, and Mayor G. Glen Toole has promised his "moral support."

Professor von Tobel said that students of Ballard take great interest in their work, are ambitious and become good citizens.

"Very few ever get in court scrapes," he said. "There is little lawlessness among Ballard students."

Principal Moton Eulogizes Augustus Beard At Cotton Valley School

Tuskegee Institute, Ala., May 12.—Dr. Robert R. Moton, principal of Tuskegee Institute delivered the main address at the Cotton Valley School, Macon County, Monday night, May 8. The occasion was the celebration of the 100th birthday of Dr. Augustus F. Bean, for forty-seven years a vital force in the work of the A. M. A.—short for American Missionary Association—the pioneer church movement in Negro education and general uplift.

"The A. M. A. has done more for Negro education than any organization in America, declared Dr. Moton. We are gaining more and more the respect of other groups. How shall we pay? In gratitude yes — but more than that we educate, should give ourselves wholly and unselfishly to bringing about the education of our own race. That would pay Dr. Beard. That would pay the A. M. A.

Dr. Moton closed with an effective story of the beggar clothed in rags who advanced in the king's service to the rank of premier. It was discovered after many years that the premier had preserved in a costly casket the rags that he wore when he begged at the King's door, that he might keep his head level and his heart free from pride and conceit.

"I pray god," concluded Dr. Moton, "the members of my race, no matter how great they become, how high they go, will never forget the rags."

The work of the A. M. A. reaches over element of our American population for its funds have aided schools and churches of all nationalities, the work among Negroes, Indians and Mountain whites forming only a small part.

The Cotton Valley School at Fort Davis is one of the twenty-three Negro schools connected with the A. M. A. What the Cotton Valley school has meant to Macon County is praised on every hand by white and black citizens. The culture and intelligence, the spirit of industry and honesty that has been spread by the band of women workers there is endent in the community meetings, the church services and in the the homes. The principal Miss Myrtle T. Knight and her teachers, Mrs. Dudley, Mrs. Fraser, Misses Thornton and Brackett, work in close cooperation with Tuskegee Institute and the U. S. Veterans Facilities. This has made it possible for the community to enjoy the services of experts from both Institutions.

In addition to the representatives of Fort Davis community who filled the assembly room at Cotton Valley to hear Dr. Moton and to do honor to Dr. Beard, the following were present from Tuskegee Institute and the Veterans Hospital: Mrs. R. R. Moton, Col. J. H. Ward, Dr. G. L. Imes, Mr. Warren Logan, Mr. and Mrs. Alphonse Heningburg, Mrs. B. B. Walcott, Mr. Y. Hikida, Japan, Rev. and Mrs. H. K. Richardson, Drs. Carter and Morris, Mr. and Mrs. Julian Brown, Mr., and Mrs. Thos. Bolling.

Upwards of twenty dollars was raised by the Cotton Valley School for the Board Endowment Fund of $100,000. From the Tuskegee Institute and the Veterans Administration facilities was reported approximately $115.00 for the same Fund. Dr. Moton with other distinguished Americans is one of the committee sponsoring this living tribute to Dr. Beard. Tuskegee committee for the Board Fund comprised: Mr. Alphonse Heningburg, chr., Mrs. A. D. Simington, Mr. Reuben Munday, Mr. C. W. Kelly, Dr. G. Lake Imes, Mrs. B. B. Walcott, Mr. W. A. Shields, Mr. Robert Gover.

On the Tuskegee Faculty and the staff of the Veterans Hospital are approximately 100 graduates and former students of A. M. A. Schools.

Negro Institutions connected with the American Missionary Association are: Fisk University, Nashville, Tenn.; Hampton Institute; Straight College; Talladega; Atlanta University; LeMoyne College; Tillotson Academy; Tougaloo College; Brick Junior Colege; Burrell Normal School; Cotton Valley School, Fort Davis, Ala.; Lincoln Normal School, Marion, Alabama; Trinity College, Athens, Alabama; Fessenden Academy, Ocala, Florida; Allen Normal School, Thomasville, Georgia; Ballard Normal School, Macon, Georgia; Dorchester Academy, McIntosh, Georgia; Girls Industrial School, Moorehead, Mississippi; Lincoln Academy, Kings Mountain, North Carolina; Avery Institute, Charleston, South Carolina; Brewer Institute, Greenwood, South Carolina; Blouchester Institute, Capahosic, Virginia.

Rev. A. F. Beard, Oldest Yale Alumnus, Is 100; $100,000 Negro Aid Fund Begun as Tribute

Times 5-12-33

New York

Special to THE NEW YORK TIMES.

NORWALK, Conn., May 12.—The Rev. Dr. Augustus Field Beard, oldest living graduate of Yale University and the oldest Congregational clergyman in the country, celebrated his 100th birthday at his home here today, receiving hundreds of letters, telegrams and cables from America and Europe and oral felicitations from many callers.

Coincidentally, Paul D. Cravath, the New York lawyer, who is president of the board of trustees of Fisk University, announced that a fund of $100,000 to provide scholarships for advanced Negro students would be raised as a centennial tribute to Dr. Beard, one of the foremost leaders in the development of Negro colleges in the South. Mr. Cravath said that $8,500 had already been received toward the fund in cash and pledges.

Dr. Beard spent a busy day in his home from the minute when he arose at 7 A. M. The climax of his birthday celebration was the cutting of a huge birthday cake with 100 gilded candles in blue holders, presented by the ladies of the Norwalk Congregational Church, across "the green" from his home. He will preach his centennial sermon in the church on Sunday. President Angell of Yale, from which Dr. Beard was graduated in 1857, will read the Scripture at the service.

Two daughters, the Misses Elizabeth and Patten, his 95-year-old brother, Edward Beard, president of the South Norwalk Savings Society, and a niece, Mrs. George Candler of Detroit, spent the day with Dr. Beard.

Among the gifts was a large bouquet of roses from Yale. Those who sent congratulatory messages included Henry Munroe Rogers of Boston, oldest graduate of Harvard; Daniel Carter Beard, the Scout Commissioner, who is a cousin; Robert R. Moton, principal of Tuskegee Institute, and Whitehead C. Duyckinck of Plainfield, N. J., secretary of the Yale Class of 1865.

Education - 1933

A.M.E.

Denominational Schools.

A.M.E. Church Withdraws Its Support From Western U.

Call 6-2-33

The A.M.E. church trustee board of Western university went into session Tuesday. Wednesday Secretary R. A. Adams gave out the statement that the church side of Western university had withdrawn its support and would close the doors of the university at the end of the commencement exercises which are in progress this week.

Kansas City

The election of Bishop William T. Vernon by the state board of trustees to the industrial department superintendency last month caused the friction. On April 10 a letter was directed to Governor Landon threatening withdrawal of the church support if Bishop Vernon was elected to the state side of the school.

However, Bishop John A. Gregg, president of the church board of trustees, denied to the Call, that the letter was official. He said at the time that the official action would be taken on May 30. The resolution to cease church support was passed Tuesday without a dissenting vote.

A. M. E.'S LAUNCH BUILDING PROGRAM FOR FLIPPER-DAVIS COLLEGE IN FIFTY-FIFTH CONFERENCE

Black Dispatch

EDUCATIONAL EFFORTS TO BE STRESSED BY METHODIST MINISTERS OVER DISTRICTS

1-25-33

Wewoka Mayor and Distinguished Citizens Welcome Prelates To City

WEWOKA, Okla.—The 55th session of the Central Oklahoma annual conference convened here Nov. 8-12 with every minister reporting.

The conference opened at 10 a. m. with a sermon by the Rev. J. S. Smith, pastor at Stringtown, Okla., followed by the annual address of Bishop Johnson, the subject of which was "The Cost of Leadership."

"A leader must be prepared to receive much villification and abuse," said the Bishop as he drew many pictures showing the cost of leadership.

The organization of the conference was perfected with Rev. M. W. Austin of Poteau, Okla., being elected secretary and the Rev. P. A. Hart of McAlester, as treasurer.

Many distinguished men of the city took part in the welcoming of the conference to the city: Mayor Carver of this city, Rev. J. H. North of the C. M. E. church, Dr. D. A. French, Atty. R. P. Boulding, Prof. F. D. Moon, principal of the city schools; Rev. J. P. Dangerfield, pastor of the Missionary Baptist church; Prof. J. G. Floyd, all of Wewoka. The response was given by Rev. W. A. Davis of Atoka.

The reports of the various charges were very commendable, 98 per cent of the pastors going over the top along all lines.

A special feature of the conference was the educational program rendered after the educational sermon by Rev. W. H. H. Murrel of Ardmore by Pres. W. T. Johnson, and the Girls ~~sextet of~~ Flipper-Davis College, Tullahassee, Okla. A program for the erection of a new dormitory on the campus at Flipper-Davis college was launched at this conference.

Bishop Johnson read the following appointments at the close of the conference Sunday night:

Ardmore, district, presiding elder to be appointed; Ardmore Station, to be supplied; Wewoka, F. J. Strauther; Chickasha, J. J. Webb; Seminole, W.J. Grant; Stringtown, J. S. Smith; Atoka, M. C. Anderson; Bokchito, S. M. Jennings; Pauls Valley, H. Y. Bauknight; Lehigh, P. A. Wilkes; Mrs. Wm. D Johnson, general missionary; Mrs L. N. Dixon, president Ardmore district; Mrs. M. E. Thompson, conference president; Mrs. L. B Wright, president McAlester district; Mrs. Edna Webb, juvenile worker; Mrs. A. J. Austin, juvenile worker; Mrs. V. L. Caldwell, juvenile worker. League workers: W. M. McClinton, Mrs. Lucy Barnett. Sunday school workers: N. L. Avery, Miss Helen Bauknight.

McAlester district, presiding elder to be appointed; McAlester, P. A. Hart; Carbon, J. A. Thompson; Hartshorne, to be supplied; Wilburton, S. L. McCain; Poteau, J. J. Queen; Spiro, R. B. Jackson; Talihina, Fred D. Stewart; Hugo, to be supplied; Spring Hill, J. C. Carr; Broken Bow, to be supplied; Grant, D. Moss; Harris Ferry, to be supplied.

Transfers: To the N. E. Oklahoma Conference: J. F. Morris, W. H. H. Murrell, L. A. Drake, R. Boone, W. A. Davis, J. W. Dixon, M. W. Austin. To the Oklahoma Conference: H. M. Simpson.

Education-1933

Baptists

Denominational Schools.

MORRIS COLLEGE, THE ONLY OWNED AND CONTROLLED NEGRO BAPTIST COLLEGE, IN S. C. TO BE SOLD?

Palmetto Leader 2-18-33

What would you say, if you saw this printed across the front page of every paper in the State? Some would say, "I told you so," others "I thot it," others "I been specting that," others "Negro Baptists cannot run a school," others, "It's good for them, they had too big a school anyhow," but the faithful few, the Loyal Lovers, the old reliable Duty Doers would say, "What a shame and a pity for 299,000 Baptists with more churches than any other Protestant body, and with more able preachers and business men than the average denomination, to let that school be sold." The hundreds of graduates would rise up in "Holy Horror" and demand why "this awful thing will be done." The founders in their silent chambers of death would turn over and groan, while the angels would droop their wings in shame. But this is what the Men's Convention Board has ordered done in the the next sixty days, that is from Mar. 1 to May 5. They have ordered a committee to proceed with plans and to start with haste, to do so at once and this committee consisting of President H. H. Butler, President I. D. Pinson, Dr. H. Watkins, Secretary with Stephen Campbell, Publicity Director, met at Morris College, Feb. 14 and laid plans to sell Morris College, to the Baptists of the State for the small sum of $5,000 to be paid in pennies, nickles, dimes, quarters and small one dollar bills by May 5 when the Educational and Missionary Baptist Convention meets with the Macedonia Baptist Church, Rev. E. H. Herbert, A. B., B. D., pastor, Greenwood, S. C.

The only hope of the school is for the Baptist Banks to open up and buy the school and deed it to unborn generations as the Fathers deeded it to us. If we had any others to whom we could appeal, we would but the only asset we have to draw upon is The Negro Baptists and other Lovers of Race owned scohols and enterprises. Fish cannot live without water, birds cannot live without air, life cannot last without food of some kind, so Morris College cannot last without YOU. Therefore the Convention is launching a drive March 1 to May 5 in which every Baptist is called upon to feed the lamb at Sumter. Watch this column for the name of the drive, and the plans in the issue of Feb. 26.

Thru prayer, consecrated living, helpful service, open heartedness, and the crumbs from the table of the wealthy and the sweat of the poor, Morris College has steadily grown, but her continued growth, her very life depend upon your response to this appeal and your cooperation in this drive. Every baby in the cradle and every parent leaning upon the crutch, is interested, beseeched, urged asked and solicited to give a part of your money and some of your time and much of your prayers and plenty of your encouraging words to the effort. Morris College Must Be Sold To The Baptists. Her future Must be secured. Her work must expand and keep abreast with this changing educational order. Her doors must be opened Wider to the poor boys and the poor girls of the world. Her influence Must touch every Baptist in America. She Must compete with other colleges. She Must be the center of the interest in Education among Negroes of South Carolina. She Must be the living witness that Negroes Can Own, Control and Operate a Real College in fact and not on paper. Morris College Must Be Sold to The Baptists of the State and to this task, the committee addresses itself and calls upon every Duty Doer and Loyal Lover to share with Your school a part of your money, your prayers and your time.

5,000 persons giving $1.00 or 2,500 giving $2.00 or 10,000 persons giving 50c or 50,000 persons giving 10c or 100,000 persons giving 5c will reach the goal. You Look In These Columns and SEE HOW THE COMMITTEE HAS PLANNED TO SELL MORRIS COLLEGE TO THE WORLD FOR THE SMALL SUM OF $5,000 CASH.

(Continued each week until the Conventions are over.)

Sale Committee:
H. H. Butler, Hartsville, Chairman,
I. D. Pinson, Sumter, Treasurer,
H. Watkins, Belton, Secretary,
Stephen C. Campbell, Publicity Director.

Education—1933

Demominational Schools.

Catholic.

WHITE WOMAN IS NEW MANAGER OF GIBBONS INST.

Afro-American 10-21-33

Appointment Is a Distinct Surprise to Colored Catholics.

Baltimore, Md.

DANIEL PRAISED NOT LONG AGO

Commended on Working within Budget.

BULLETIN

LEONARDTOWN, Md.— Mrs. Henrietta M. Graydon, newly appointed manager of the Gibbons Institute, disappeared Monday and has not been heard from since.

RIDGE, Md.—The appointment of Mrs. H. M. Graydon, white, of New York, as business manager of the Cardinal Gibbons Institute at Ridge, Md., came as a distinct surprise to Catholics throughout the country.

Mrs. Graydon, whose duties give her full supervision of the institution, superceding Principal Victor M. Daniel and his staff, was named by Father John La Farge, S.J., white, and she assumed charge immediately.

Mrs. Graydon is a former worker in the National Y.W.C.A. and is a graduate of the Metropolitan Hospital with which she has been associated for 20 years. She saw overseas duty during the war and has since been associated with welfare work among the Indians in the West.

When informed of the appointment by the AFRO, Principal Daniel of the school admitted that he had not been consulted on the proposed appointment. While refusing to discuss the change of events Mr Daniel merely stated that the move was "radical."

Mrs. Graydon, it was learned, has already assumed charge and handles all purchases of food and supplies and audits all books. A white farmer has also been named to run the school farm and supervise student labor. It is not known whether Archbishop Curley has been apprised of the changes at the institution.

Cut Budget

The action of the board in naming Mrs. Graydon is all the more unexpected in face of the recently published report of the executive committee in which the administration of Mr. Daniel was highly praised.

The report in part reads:

"At the outset, I am glad to report that since the last annual meeting the budget for the fiscal year ending June 30, 1933, was materially reduced. The budget was reduced from $45,000 to $30,000 per year. We are glad to report that the institute has succeeded in living within this reduced budget, thus actually affecting a saving of $15,000 per year in the operating cost of the institute. This has been brought about by cutting down the enrollment of students, reducing the number of teachers and effecting the most drastic economies in every department.

"The board of trustees feels that our principal, Mr. Victor H. Daniel, has justly earned the highest commendation for his successful efforts in actually keeping the expenditures within the meager allotment of the budget. Indeed, this has been a time of depression for the institute."

May Close School

From reliable sources it has been learned that due to the affairs at the institute, being in such a shape at present, it is feared that it will be closed, if not enough food is procured from the local communities in St. Mary's and a drive has already started here to keep the forty one pupils and eight teachers and their familes going until the State's appropriation of $3,000 comes through by January first. It is explained if the school is closed, it will immediately lose the State aid. The student body of one hundred pupils has been pared down to forty-one already.

Special meetings have been held and are being held weekly for reports on the work the committees are making, in the various sections. An appeal is going to be made for funds and food for the school far and wide in the county.

It is practically too late now to put in a crop for this coming winter, and the only thing which the fields have raised is cabbafie and some potatoes, and some live stock, which is not ample to supply the needs of the institute.

The whites in the county are responding surprisingly well, and are in hopes the school will be able to keep open, until the State's aid arrives. The committees are headed by whites who are thoroughly familiar wth their particularly section they have been assigned. If possible they do not wish to turn out the present faculty and the student body. It is the only colored high school in the county nearer than the large cities that a boy or girl can go to and get a higher education than just the seventh grade.

Those heading the various committees in each district are: First District, Stanley Raley, white, merchant; Second District, R. H. Pembroke, white, and Miss Emma E. de Corse, white; Third District, Hon. Joseph M. Mattingly, clerk of St. Mary's County circuit court and his daughter, Miss Jane Mattingly, principal of the Great Mills High School, and J. Irvin Weiner, of Leonardtown, all white.

The institute up to the present time has just enough food to hold out for ten days which ends this week, according to authorities there.

OUST PRINCIPAL, GIBBONS INST. CLOSES DEC. 15

Afro-American

Lack of Funds Cited as Reason for the Sudden Order.

12-2-33

DANIEL HAS TO QUIT HOME JAN. 1

Baltimore, Md.

Principal Declines to Discuss Action.

RIDGE, Md.—Cardinal Gibbons Institute here will be closed December 15 and Principal Victor H. Daniel and faculty will be dismissed, due to lack of operating funds, the school head was informed last week.

The principal was requested by the executive committee of the school to vacate the executive residence before January 1, it was also learned.

Asked for a statement, Mr. Daniel declined to comment on the closing of the school and the demand for his resignation. The principal has been at the institute since 1924.

STATE GIVES $3,000 A YEAR

The sum of $40,000 a year is required to operate the school, with donors relied upon to assist in raising this money. The state of Maryland has been giving $2,000 a year to the school, raising that sum to $3,000 last year.

The regular faculty of 14 persons was reduced to 9 for this school year, because of inadequate funds.

Last year the school closed with a deficit of $10,200, due largely to a sharp decline in donations.

A committee was appointed to investigate the school last August and, among other recommendations, suggested that the state legislature increase the appropriation from $3,000 to $10,000 a year. This was not accepted by the legislature.

Members of this committee were: G. Smith Wormley, Washington; G. David Houston, Washington; and Carl Murphy, Baltimore.

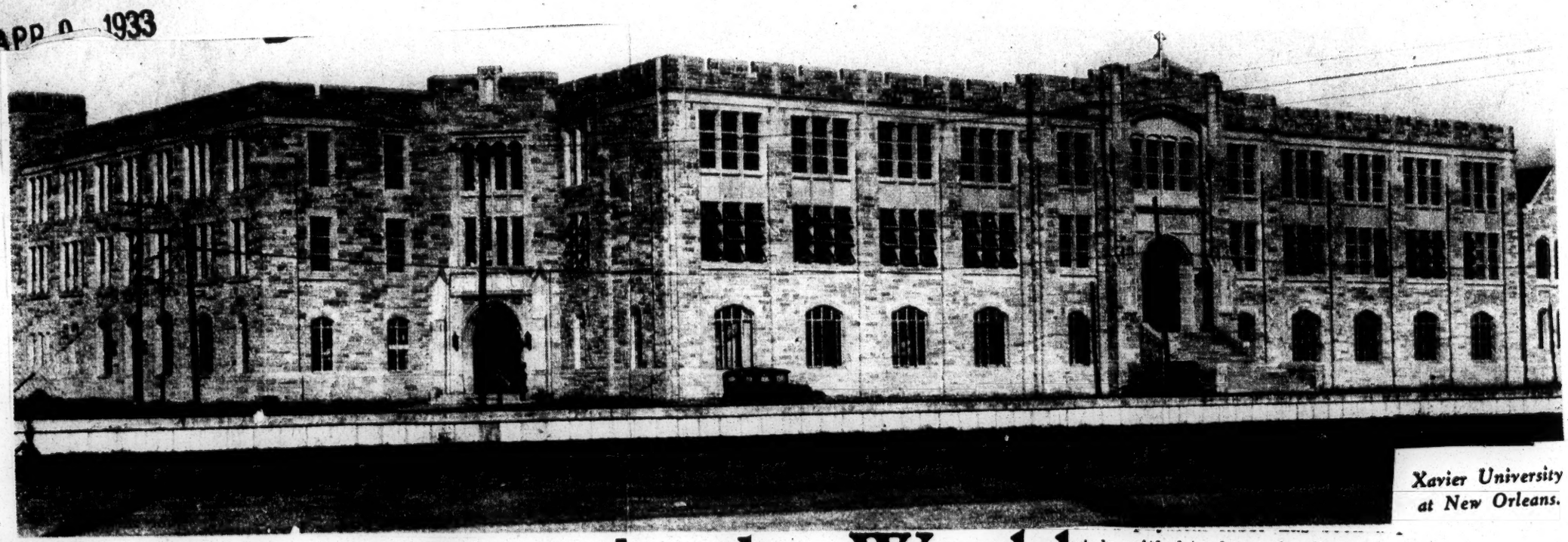
Education-1933

Catholic

Denominational Schools.

ST. LOUIS, MO.
POST DISPATCH

APR 9 1933



Xavier University at New Orleans.

The Richest Nun in the World

Mother Mary Katherine Drexel Gave Up Her Social Career and Dedicated Her Life and Fortune to the Philanthropic and Educational Works of the Church.

By a Special Correspondent of the Post-Dispatch Sunday Magazine

PHILADELPHIA.

FROM the philanthropy of Mother Mary Katherine Drexel, Philadelphia's extraordinary nun who gives $1000 a day to charity, has sprung a unique institution of higher learning now about to complete its first year of life. It is Xavier University of New Orleans, the only Catholic college for Negroes in the United States. With a $600,000 plant that is a model both as to architecture and equipment Xavier opened its doors last fall to the young men and women of a race which, in Mother Mary Katherine's opinion, has merited a great many more educational opportunities than it has ever received. The new college dedicated with impressive ceremonies on Columbus Day, October 12, stands now as one more step toward fulfillment of a dream which Mother Mary Katherine has cherished since her girlhood when she turned her back on wealth and high social position and consecrated her life to the Church. It is a dream that members of two of America's races—the Negro and the multi-millionaire and society leader she is the extraordinary example of an heiress to millions who renounced fortune and society for religion.

NOT only did she take the veil and conform to the strict regulations of a religious order. She elected to devote her entire income to charity. In 1883 she inherited $7,000,000 from her banker father. The income on that is estimated at $365,000 a year—$1000 a day. Every cent of it has been spent in furtherance of the work of her order and the establishment of mission schools. Besides Xavier University and 30 or more missions, she also built the convent which is now the Mother House and headquarters of the Sisters of the Most Blessed Sacrament. It stands at Cornwell Heights, 17 miles from Philadelphia. To this day, Mother Mary Katherine, in spite of her 74 years, may be seen there sweeping the large porch or scrubbing the floors. Hard physical labor has been a principle with her from the first.

There were three of the Drexel girls, Elizabeth, Mary Katherine and Louise. The first two were daughters of Francis Drexel by his first wife. Following her death, when the children were still small, he married Emma Bouvier, so it was the second wife who was principally charged with their training. She had been educated by a group of nuns who founded a convent at Eden Hall, near Torresdale, Pennsylvania, and the training she had received from the nuns she passed on to her daughter and her stepdaughters.

The Drexel girls, therefore, instead of being brought up as society girls, were instructed in the homely virtues of thrift, work and economy. Mrs. Drexel taught them how to cook, to sew, to make their own hats and gowns, to consider all work honorable and no menial task beneath them. She showed them the pleasures to be derived from books and music. She cultivated their interest in travel and saw to it that they learned four languages.

THE Drexels, many years ago, lived in a large town house in Philadelphia. There Mary Kath-

erine had a room which resembled a cloistered cell in its severity. The floors and walls were bare of ornaments. There was seldom any heat. An iron bed and a thin mattress were covered with a coarse piece of cloth. On her dresser she kept only an unornamented comb and brush, a nail file and whisk broom. There was no mirror. And her clothes, like those of her sisters, were of the plainest material and design. All the family got up at 5:30 a. m. to go to mass.

Brought up in such an atmosphere, Mary Katherine turned quite naturally to the life of the cloister.

"Kate" Drexel, before she became a nun.

Holy Providence House at Cornwell Heights, Pennsylvania.

Early in her youth she displayed an interest in the poor and downtrodden. Every Thursday she used to receive unfortunates in her own home and give them food and clothing. Then she became interested in the condition of the Indians and their treatment at the hands of the whites. She was deeply stirred by Helen Hunt Jackson's book, "A Century of Dishonor," which deals with this question.

"Long before I had any intention of becoming a religious worker," she once said, "I realized the Indians' need of help. After Custer's last fight at the Little Bighorn in 1876 President Grant announced that to any religious denomination which would found boarding schools among the Indians the Government would pay $100 for each student enrolled. I determined to look into the matter of founding them."

After a trip to Rome, where she went with Father O'Connor, who had been her professor in Pittsburgh—he later became Bishop of Omaha—she toured the Indian country with him on horseback. Shortly afterward she gave $150,000 as her first gift for Indian education.

It was in 1889, when she was 30 years old, that "Kate" Drexel, known as the prettiest of the Drexel girls, surprised the world by announcing she intended to become a nun. She first entered the convent of the Sisters of Mercy at Pittsburgh as a postulant and shortly afterward took the white veil of a novice. In 1895, at a ceremony at which Archbishop Ryan officiated, she took the black veil. It was then that she bought a tract of ground at Cornwell Heights and built the convent, Holy Providence, which is now the Mother House of the Sisters of the Most Blessed Sacrament.

THIS Mother House, like all the others of the order, is of the Spanish mission type. There are now several hundred sisters in the order and their mission is that of giving Negro and Indian children a chance to acquire knowledge and a trade.

Today there are 200 Negro children at Holy Providence, most of them orphans. The girls are trained for domestic service and remain at the convent until they are 20 years old. The boys leave at 12 for other mission schools, where they are taught specific mechanical trades. Several thousand other children, both Negroes and Indians, are being trained in the various mission centers. The schools are all conducted by sisters of the order, but Mother Mary Katherine finds time to visit each of them at least once a year.

Nashville, Tenn. Banner
September 7, 1933

New Negro School To Be Opened Here

Sisters of Blessed Sacrament To Inaugurate Project

A new school for colored children, named the Saint Vincent de Paul School, will be opened next Monday morning by the Sisters of the Blessed Sacrament at 1700 Heiman Street. The school will include only the first four grades at present, but others will be added later.

The school of the Immaculate Mother in which the Sisters of the Blessed Sacrament have instructed colored children for about twenty-five years, will open at the same time on Seventh Avenue, South, with a number of old pupils returning. The Saint Vincent de Paul School will begin the same sort of work in North Nashville that the Immaculate Mother School has been carrying on in South Nashville, giving both religious and secular training.

Education - 1933

Denominational Schools.

Episcopal

Living Church
Milwaukee Wis
APR 8 1933

American Church Institute For Negroes Issues Report

Statement Covers Two-Year Period; Delay Removal of Payne School to Raleigh

NEW YORK—Economy prevented the appearance of the usual report of the American Church Institute for Negroes for 1931. A statement covering 1931 and 1932 is now in press. Of recent progress in new buildings, the director, the Rev. Dr. Robert W. Patton, says:

"Although since the fall of 1931 no funds have been solicited for buildings and equipment, one new building has been erected during this period at St. Paul's School, Lawrenceville, Va., and three new buildings at Voorhees Normal and Industrial School, Denmark, S. C. The money for these buildings was pledged prior to September, 1931. The Rev. John G. Scott and his sister, Mrs. Emma Scott Taylor, of Richmond, Virginia, contributed $17,000 for a new administration building at St. Paul's as a memorial to their father and mother.

"Church people in the diocese of Massachusetts pledged $50,000 towards the cost of the new class room building at Voorhees School, known as Massachusetts Hall, the total cost of the building, with equipment, being nearly $80,000. The General Education Board contributed one-third of the cost.

"St. James' parish, Wilmington, N. C., pledged $10,000 towards the cost of the new Girls' Trades Building, the General Education Board having contributed the remainder. The total cost of this building was $15,000.

"Churchmen in the diocese of Western Massachusetts and Michigan, with other friends, contributed $27,000 towards the new Girls' Dormitory at Voorhees. The Girls' Dormitory, with equipment, cost approximately $40,000, the General Education Board having contributed approximately $13,000 of this amount.

"All three of these new buildings at Voorhees have been completed and dedicated within the past six months. Although a small percentage of some of the pledges has not as yet been paid, the Institute advanced to the school the unpaid portion of these pledges, in the conviction that those who made them will pay these balances in the near future.

"The diocese of Bethlehem pledged the cost of a teacher's cottage and hopes to secure enough for another teacher's cottage for Voorhees School.

"Both Voorhees and St. Paul's were fortunate in being able to construct these buildings at a time when materials and labor are so cheap. These two schools and their architect, S. J. Makielski, assistant professor of architecture at the University of Virginia, are to be congratulated on the workmanship and architectural beauty of these four buildings. J. E. Blanton, principal of Voorhees School, and his staff, have proved themselves worthy rivals of St. Paul's and of Fort Valley, in their demonstrated ability to construct high grade buildings with student labor."

Of the Bishop Payne Divinity School, Dr. Patton writes:

"Many of the friends of the Bishop Payne Divinity School have naturally been disappointed because, on account of the depression and the order of General Convention to discontinue efforts to secure funds for new buildings, the plan to move the Divinity School from Petersburg, Va., to Raleigh, N. C., has been deferred. The cost of the removal, with that of the new buildings at Raleigh, was estimated at $75,000. With the devoted coöperation of the women of the diocese of Washington, and gifts from other friends, we had secured $43,000 of the required sum when the order of General Convention was issued. Seven acres of land across the street from the grounds of St. Augustine's College have been bought at a cost of $4,000. Approximately $36,000 of the remainder has been invested in the high grade short term bonds, pending the time when sufficient funds to carry out the plans shall have been secured.

"Though, in the opinion of many, the present site of the school is unsatisfactory, it continues successfully its fine work in preparing our Negro young men for the ministry of the Church. Whatever may be said of its material equipment or of its outward appearance or environment, no one who has a personal acquaintance with the faculty and students, and with the graduates in their ministry throughout the Church, can doubt that the Bishop Payne Divinity School will continue its indispensable service."

An appropriation of $25,000 was made from the United Thank Offering of 1931 toward a girls' trades building for Fort Valley Normal and Industrial School, but as the remaining cost of the building has not been obtained, this building has not been undertaken.

SAN ANTONIO, TEX.
EXPRESS

AUG 8 1933

A SLATER FUND GRANT TO ST. PHILIP'S JUNIOR COLLEGE

Like practically every other educational institution in the country, St. Philip's Junior College here latterly has been in financial difficulties. Notwithstanding that handicap, the institution for negro youth has carried on admirably, with a steadily increasing student body.

Heretofore, St. Philip's—a foster child of the West Texas Protestant Episcopal Diocese—has depended for maintenance upon contributions from the church and from a comparatively few loyal friends, including graduates. Of course, during the economic slump support from those sources fell off heavily. The community therefore will be gratified to learn that the institution has received a grant from the John F. Slater Fund, which will enable it to meet the growing demands from young negroes in this city and region who are ambitious to get an education.

During the past 50 years that New York philanthropy has contributed generously to Hampton and Tuskegee Institutes and to schools doing similar work. In recent times it has aided numerous junior colleges and county training schools for negroes. Like most other such agencies, the Slater Fund has insisted upon the self-help principle. A policy adopted in 1883 is that the benefiting school or community must match the gift and that the institution must show evidences of permanency.

Certainly St. Philip's Junior College meets those conditions. It has served the community for almost 20 years and has made itself indispensable; among its graduates are many useful citizens. San Antonio should support the institution generously.

Education-1933

Denominational Schools.

Brunswick, Ga. News
May 18, 1933

SELDEN INSTITUTE TO LEAVE BRUNSWICK

COLORED SCHOOL HERE FOR 30 YEARS MERGED WITH CORDELE INSTITUTION

Selden Institute, in operation in Brunswick for 30 years under the auspices of the board of national missions of the Presbyterian church of the United States, is to be discontinued, it was announced today.

In keeping with the spirit and movement of the times the board of missions has inaugurated plans through which the secondary schools under its control have been merged to become effective at the close of the present session. The schools have not been discontinued but they have lost their personal identity and have become a part of the merged system.

The following schools have been merged: In North Carolina, Redstone, Albian Academy and Mary Potter have been merged and the base of operation will be on the campus of Mary Potter in Oxford, N. C. In Arkansas, Archedel Phia Academy and Cotton Plant Academy have been merged to be operated at Cotton Plant. In Alabama, South Highland and Barber Seminary have been merged and the operation will be on the campus of Barber. In Georgia, Haines Institute of Augusta, and Boggs Academy of Keysville have become the Laney Boggs Academy with the base of operation on the campus of Boggs. Selden Normal and Industrial Institute and Gillespie Normal School have become Gillespie-Selden Institute to be operated in Cordele.

These radical changes have not been made over night; they are the results of long drawn out considerations. The merged schools will be supplied with every equipment necessary to give them group one standing with both the state board of education and the Southern Association.

After 14 years in Brunswick as principal of Selden Institute, S. Q. Mitchell goes to Cordele as principal of the new school.

The work in Cordele is an old established work. The Gillespies of Pittsburgh have made it possible that these schools may be perpetuated. Just three years ago, a $60,000 girls' dormitory was completed and fully equipped.

The only hospital for colored people in that section of the state is on the campus of Gillespie-Selden Institute. This hospital is under the Board of National Missions. A number of girls have already completed nurse training in the hospital. The plans and specifications have already been drawn up for a new hospital. The building is expected to be ready shortly after the opening of school in September. This is the first unit of the building program for Gillespie-Selden Institute and the other units will follow in rapid succession.

"We recognize with a great deal of gratitude the cooperation and encouragement which friends, both white and colored, of Brunswick and vicinity have given Selden Institute, during the 30 years this school has been in operation," said Principal Mitchell today. "Although Selden Institute will not be in this community in the future, it will be alive in the 'cobine' with open doors to all those who wish to enter school."

Brunswick, Ga., Pilot
May 19, 1933

Selden Institute To Be Discontinued

Announcement was made this week by Professor S. Q. Mitchell, principal of Selden Institute, normal school for colored boys and girls here, that the institution would be abandoned here, effective with the close of the present school term and merged with the Gillispie Normal School at Cordele and operated at that place hereafter.

Selden Institute is operated by the Board of National Missions of the Presbyterian Church in the U. S. A., as well as a number of other schools for colored youths, and has been in operation here for a number of years. The abandonment of the school here is in line with a genral policy of mergers being carried out in all of the schools.

The school here has an excellent plant and a large tract of valuable land. Since coming to Brunswick Selden Institute has educated a large number of students who have become valuable citizens of this, as well as other communities in this section and its work will be greatly missed.

Professor Mitchell is highly regarded by all the people of the city who will sincerely regret that he is to leave here.

Presbyterian

DEPRESSION IS GIVEN AS REASON FOR CURTAILMENT

Of the 128 Schools Founded and Supported by Presbyterians Since 1864, Only 21 Now Remain—Movement Made In Interest of Economy.

NEW YORK, July 13—(ANP)—Mergers, consolidations and discontinuance of a number of schools which previously have been conducted under the auspices of the Presbyterian Church have reduced to a large degree the remarkable work done by this religious denomination through the agency of its "Board of Missions for Freedmen." Of the 128 schools which have been founded and supported by the Presbyterians since the church began its work among Negroes in 1864, but 21 now remain. The depression along with other causes has been responsible for the most recent contractions.

Some of the newer changes nay be listed as follows:

The Margaret Barber Seminary, Anniston, Ala., now takes in the day pupils of South Highland School. Both of these institutions have been recognized by Alabama as Class "A" and recognized by the Association of Colleges and Secondary Schools of the Southern States.

Selden Institute at Brunswick, Ga., and the Nannie J. Gillespie Normal and Industrial Institute of Cordele, Ga., have been merged under the name of Nannie J. Gillespie-Selden Institute. Mr. Mitchell, principal of Selden, goes to Cordele to aid in building up that work.

Arkadelphia Presbyterian Academy at Arkadelphia, Ark., has been merged with Cotton Plant Academy at Cotton Plant, Ark.

Harbinson Agricultural and Industrial Institute, Irmo, S. C., henceforth will receive the girls of the Irmo Church Grade School, beginning this fall.

Haines institute, founded by Miss Lucy Laney, has been kept open due to the faithfulness of the alumni and friends who raised $6,700 for teachers' salaries. The church contributes $2300 to the work. Mary Allen Junior College at Crockett, Texas, the school which brought honor to the board last year by being one of the first three educational institutions for Negroes which was given the Class A rating by the Association of Colleges and Secondary Schools of the Southern States, is venturing into a new field. Next year it becomes co-educational. Thus the superior work offered at Mary Allen Seminary will be participated in by young men as well as young women.

Three schools in North Carolina have been made into one at Oxford, forming the Mary-Potter-Redstone-Albion Academy.

Bowling Green Academy in Kentucky has closed its classroom doors but keeps its home open for students who come to Bowling Green to attend the public schools.

The four day schools, which the board still maintains are located in sorely needed districts, the James Island on James Island, Larimer school on Edisto Island, Lincoln High School at Due West, S. C., and McClelland Academy at Newnan, Georgia.

Part of the reason for the discontinuance of these schools is the rapid advance being made in educational facilities of the south. Inadequate though they still are. In an official statement the church points out, "when the Presbyterians began their work in 1864, there were few schools for Negroes in existence. For many decades after the Civil war, the south did not feel public responsibility for the education of its black citizens. The board then established many institutions which at that time were needed in practically every area. Within recent years, portions of the south have begun to sense their obligation to those of darker hues. Not only have city, county and state schools been established but high standards, standards equal to those for white institutions have been set up for the accrediting of Negro schools.

"By the time the public awakened to the needs of the Negro, several of our school buildings were old and our equipment out-moded. Nevertheless, many of our schools met the standards set by the states and were given the highest rating by them. Unfortunately, finances have prohibited the providing of up-to-date equipment in all of our institutions. Furthermore, with the establishment of public schools and with the curtailment of church contributions there has been a gradual cutting off of our schools for colored boys and girls.

"There is much about which to be encouraged. Of course until the board begins to feel the upward swing from the depression, it will be a matter of holding their own for even the few schools yet maintained. After that, with interest and funds concentrated on fewer schools, a richer and more effective program may be offered in each, than was hitherto possible.

Augusta, Ga. Herald
April 16, 1933

Story of Negro Education Is Life of William White

Venerable Colored Divine Worked Hard and Long in Effort to Seek Opportunities for Race of New Freemen. Encouraged Lucy Laney and Founders of Paine College

BY WALTER S. HARRIS

NOTE: This is the seventh of a series of articles on Negroes of Georgia and their institutions, in connection with the Bicentennial Celebration on the founding of the Colony of Georgia.

Some men acquire fame as business magnates; some as noted attorneys at the bar. Others become noted as scholars, while others achieve eminence as ministers and pulpiteers; all of which—in most instances—is gained through individuality. But the greatness comes to the individual who has devoted his life to the call of service for others. It has been said, "Let him who shall be the greatest among you, be your servant."

While Georgia, from 1751, the year in which negroes first entered the state as slaves, down to the present age, has produced many noted sons of color, perhaps, there is no name in the state greater than William J. White, pioneer leader, minister, educator, editor. Born December 25,1833, in the dark days of slavery, he spent all his days up to young manhood in an age and an environment in which education was considered a luxury for the fortunate few. Nevertheless, he had been instilled by his mother with such a love of learning that, though he spent only the first seven years of his life with her, he never lost a desire that drove him on through discouraging disappointments and active opposition to attain without any help except the start given by his mother, to quote his own words, "A fair education for those days." Coupled with this passion for study was the urge to share with or provide for others whatever knowledge he possessed or greater knowledge than he himself could acquire.

LED IN FOUNDING OF MOOREHEAD

In 1853, when only twenty years old, William J. White started a clandestine school in this city, which might be considered the first step on the road which led to the founding of Morehouse College. This clandestine school teaching was kept up even through the War Between the States, which came in the next decade and was interrupted only when he began work as an agent of the Freedman's Bureau. Because of the danger to both teacher and pupils in those days, the school had no classroom; the house of first one friend and then another was used, pupils coming in one by one from different directions with their books hidden under coats or in disguising packages.

Shortly after emancipation, in 1866 Rev. White got together a group of young men as students, who were later joined by some women, and established the Augusta Institute, under the auspices of the National Theological Institute and though he refused to accept the commission at a stated salary sent down by the institute, he taught them himself till he obtained an instructor for them. This school was later moved to Atlanta and is what we have today Morehouse College. About the same time through his efforts, three free schools were estamblished in Augusta, First, Second and Fourth Ward schools, by the American Missionary Association and were taught by white men and women from the North, who were soon assisted by native sons and daughters; Augustus R. Johnson being the first man of color licensed to teach in Georgia. W. J. White led his people in a successful effort to obtain a public high school, for years the only one in Georgia, the Ware High, and when this school was abolished by the board of education led the fight against its abolition, carrying the case to the United States supreme court.

ALSO HELPED FOUND ATLANTA UNIVERSITY

During William J. White's term of service as agent of the Freedman's Bureau, he was associated with E. A. Ware, supervisor of the work in Georgia and encouraged him in the establishment of Atlanta University. For years he was a trustee of the university and yearly brought students to the school in such large numbers that he had to charter a car over the Georgia Railroad at the opening and closing of the sessions.

When Spelman College, Atlanta, was started, he was one of the first visitors to the basement, making the trip expressly for that purpose and the advice he gave the founders on that occasion was followed by them. He was a member of the board of trustees 'til his death, for years vice chairman, and presided over the meeting of the board one month before his passing in 1913.

When Paine College was in process of establishment and found many strenuous objectors among white and colored, Rev. William Jefferson White staunchly advocated its cause, using his editorial pen, traveling to other cities to win supporters for the project that meant to him more educational opportunities for his people. In recognition of this fact the alumni of the college years ago had an oil portrait of him made and hung in the entrance hall of the main building and today he, a Baptist, looks down from the midst of a group of Methodist bishops on the doings of an institution that has justified his advocacy.

His aid and inducements to bring the school to his native city were given to Lucy C. Laney when she was contemplating opening an institution in Georgia; and though a Macon woman, she finally decided on Augusta and established Haines Normal and industrial Institute.

The same kind of story of encouragement could be told over and over by others throughout this and other Southern states about the man who worked hard to bring about enlightenment to his people.

FOUNDED PAPER GEORGIA BAPTIST

In 1880 there came to William J. White the chance to found a newspaper, which he grasped as another educative factor, The Georgia Baptist. In its early years this newspaper was the only point of contact between isolated families and the stir of life and progress in the outside world. There are men and women still living who learned to read from the columns of this journal.

Having become a Christian in 1855, a member of Springfield Baptist Church, following a youth of doubt and disbelief, William J. White dedicated his life to the call of Christianity. Soon afterward he organized the first Sunday School among negroes in Georgia. He was ordained to the ministry and founded on what was then the outskirts of the city Harmony Baptist Church. He organized other churches and was instrumental in the formation of associations and state conventions, especially the General Missionary Baptist Convention of Georgia. The narrative of the activities of an unselfish life of sixty years cannot be crowded into the confines of a few words, but long before Lincoln's immortal Emancipation Proclamation William J. White, in violation of the statutes of his native state, was striving to emancipate his people from the shackles of ignorance and superstition; bringing enlightenment out of darkness and timidity. Having thus taken such daring and dangerous chances, with slavery overthrown, he entered upon his task, wich seems to have been a natural calling, with newer zeal and greater determination. Long before the great founder of Tuskegee dreamed, William J. White had already caused the North and the State of Georgia to awaken to the educational needs of the negro. He preached education long before he preached the gospel, and today the negro educational system in Georgia, public schools, colleges and universities, is due more credit to him than any other individual. He pioneered, he blazed the trail, and constructed the foundations upon which most of them are still functioning. Of course, it is the way of life, but no people ever realize fully a man's greatness until he has passed.

Rev. William J. White was great. He died at the age of 80 years and was buried in Cedar Grove Cemetery, where a heavy blue granite shaft stands sentinel over his grave. At his funeral pupils and students of Augusta filed by his open grave and filled his open sepulchre with flowers, and every year since, on the anniversary of his death, pupils and teachers of the First Ward School hold a simple ceremony at the grave and again pile flowers high over his resting place.

NEW YORK

LOUISVILLE KY COURIER JRNL
APRIL 16, 1933

NEGRO TRAINING IS DISCUSSED

Atwood Describes Lack of School Facilities for Colored Pupils.

By R. B. ATWOOD,
Chairman, Committee On Special Problems In the Education of Negroes.

The education of Negroes is not a matter of concern to Negroes alone; it as a matter of public concern that they be intelligent, productive, healthful and law-abiding citizens.

Kentucky has assumed responsibility for the education of all children and has adhered to the policy of separate schools for the colored and white races. Equality of education for all children is the goal of public education. While progress has been made in the last few decades, it is well known that this ideal has not been fully realized with respect either to the white or the colored schools.

The total Negro population in Kentucky decreased 20.6 per cent (284,706 to 226,040) from 1900 to 1930. There was little difference in the number of children attending colored schools.

Sparseness of the Negro population presents a problem in administration. Throughout our agricultural section, embracing sixty-one of the counties. There is an average of seventy colored children per county or one child to every five square miles. With a small number of Negro children scattered through the districts of a county, it is necessary for economy and effectiveness that they be assembled in fewer schools.

The solution seems to lie in one of two directions—concentration of administrative control with the county as a unit, or legislation that will make it possible for the State Board of Education to combine districts within counties as local conditions make it advisable.

In connection with high school service for colored children, these parallels are significant: Sixty-one counties have fewer than 200 pupil children and fifty-nine counties have no high schools; twenty-seven counties have 200 to 499 pupil children and twenty-six counties have two-year and three-year high schools; thirty-two counties have 500 or more pupil children and thirty-five counties have four-year high schools.

It is necessary in many instances that a high school serve many counties. This requires co-operation among several counties. It seems necessary that the State Board of Education be authorized to group counties in contiguous areas for Negro high school purposes, determine the location of such schools, and apportion the costs among the counties on their resident Negro pupil per capita basis.

Emphasis should be placed on the need for vocational training. In Kentucky 5,787 Negroes earn a living in trades, 22,583 in agriculture, 8,023 in mining, 14,459 in manufacturing and mechanical industries, 8,766 in transportation, 36,073 in domestic and personal service and 5,200 in professional service.

Examination of curriculum reveals that most of the high schools have programmes preparing graduates for college entrance. Little education is given to the large number of students who, for one reason or another, will never enter college, but will, nevertheless, be compelled to find a way into industry.

Dual boards of education present an embarrassing situation. Four cities of the fourth class operate under a provision in Kentucky Statutes permitting them to elect a board of education to govern the white schools and a Negro board of education to govern the Negro schools. This sets up differences of control where unity of policy should prevail, leading to maintaining different levels of service. This is undemocratic and contrary to public policy. It leads to the practice of separate elections, with the white people electing one board and Negroes another, drawing race lines in elections in violation of our State and Federal Constitutions. It has led in practice to separate taxation along race lines, recognizing public school taxation as for group benefit rather than for public purposes. There is one city of the third class which also claims this right under a special charter granted more than sixty years ago.

The securing of adequate support for the two Negro colleges is another problem. During the eight years from 1924 to 1931, the colleges for Negroes received 4 per cent of the funds appropriated by the State Legislature for education above the high school level. During this same time Negroes constituted 9.2 per cent of the total population in the State.

The common schools, the four State teachers' colleges, and the State university are allotted a percentage of certain State revenue by law, while the two colleges for Negroes must depend on their appropriation from the general fund.

Education-1933

Discussions

INEQUALITIES IN EDUCATION.

Negro

In discussing the subject, "Negro Education in the Depression," Prof. Ambrose Caliver, specialist in the education of Negroes and connected with the Office of Education, U. S. Department of the Interior, paints a gloomy picture of the situation. He relates that almost all the progress made in the public education of the race in states maintaining separate school systems has taken place since the World War. Nevertheless, the disparities existing between the educational facilities and the achievements of colored and white children were in most cases still enormous, and that retrenchments now, therefore, in the educational program for Negroes mean reversion to conditions prior to the great European conflict.

4-29-33

New York Times

It is this probability, Prof. Caliver says, which the Citizens' Conference on the Crisis in Education had in mind when at the conference last January it adopted two resolutions, one of which follows:

> There are certain disadvantaged groups in our country, who, before the depression, already experienced an educational situation which was far below the average of the country. Among these the Negro is the most outstanding example. Acknowledgment is made of courageous attempts of white and colored leaders in all parts of the country to remedy the inequality of educational opportunity now mentioned. But in most states where the separate school system obtains, the educational facilities for Negroes are still not only below the average of the country as a whole, but as a rule are below the normal situation existing in a given community.
>
> For example, the illiteracy among whites is 1.5 per cent while among Negroes it is 16.3. The average annual salary among rural white teachers is $945 while among colored rural teachers the average annual salary is $388. It may further be noted that some rural Negro teachers receive as low as $200 per year.
>
> It is perfectly obvious that a further diminution of educational facilities of this group would handicap them far in excess of the handicaps placed upon other children, and would hazard the possibilities of Negroes participating in our future society with a degree of efficiency commensurate with the demands. The attention of the country, therefore, is called to the fact that serious consideration should be given the past and present unequal educational opportunities before attempting any further retrenchments.

Severe as retrenchments have been among schools in general, Prof. Caliver states that those applied to schools for Negroes have been more serious and far reaching, for the Negroes' educational margin which existed before the depression between the minimum essential and the optimum program was much narrower than that of the country as a whole. In many places there was no margin.

Commenting on overcrowding, Prof. Caliver says that because of the closing of some schools, the migration of families from rural sections and small towns to urban centers in search of employment, relief, and better educational facilities and the return to school of many children who had been working, most schools for Negroes are experiencing overcrowding that in one city 1,700 junior and senior high school pupils were crowded into a structure built for 1,200. Another school was attempting to provide high schools for 3,000 children without staggered programs, in a building constructed to house 1,700.

Serious as the conditions above described, they are said to be almost insignificant when compared with the handicaps faced by Negro children in rural communities. Three of the means of effecting major economies in school expenditures for Negroes reported by 267 county superintendents which seriously affect the educational opportunities afforded are: (1) Shortening of term (2) increase in class size; (3) abandoning of schools.

Statistics gathered by Prof. Caliver show that in 1932 there were 825 Negro elementary schools in 52 counties closed earlier than planned; that 40 high schools closed earlier; that the superintendents of 75 counties reported a total of 420 fewer Negro elementary teachers were appointed in 1933 than in 1929; that Tennessee was the hardest hit with a decrease of 121 while Arkansas lost 86 between these periods. Nine counties lost a total of 35 high school teachers. One county in Arkansas reduced the number of Negro teachers from 37 to 17 and then reduced the average monthly salary of those retained from $62.14 to $36.67. Another county reduced the length of high school term by 67 days, or 46 per cent, and the salary of the teachers by 40 per cent.

Prof. Caliver reminds us that Negro education is not suffering from oversupply of teachers. (1) There were approximately 1,000,000 Negro children who did not attend school in 1929-30; (2) only 9.5 per cent of Negroes of high school age in 15 Southern states were enrolled in public high schools in 1929-30; (3) only one-twentieth of the total Negro school enrollment is enrolled in the high school grades.

We agree that the subnormal condition of Negro education before the depression should call to the public's attention the seriousness of some of the present-day economy measures in relation to their effect on the future Negro citizens. We repeat, it is far cheaper and better for all concerned to build and maintain school houses than to build and maintain penal institutions.

MAY 3 1933

Only One Answer

ONE out of every ten persons in the United States is a Negro. What is being done to further the development of approximately 12,000,000 people living side by side with the rest of Americans?

Dr. James Rowland Angell, president of Yale University, feels that the educational facilities offered the Negro are still "neglected and ungenerous." Speaking recently in behalf of Fisk University, Nashville, Tenn., an institution devoted to the higher education of Negroes, Dr. Angell declared:

> Our generation has come to believe in the obligation we owe to the Negro. If from no other reason than from pure selfishness, the white people must realize that they must provide the Negro with leaders from within the Negro race, and these leaders can only be furnished through education.

Great strides in the field of elementary education for Negroes have been made. In 1915 there were only ninety-one high schools for the race; now there are more than 1000. The fact that so many are receiving a partial education calls for intellectual leadership within the ranks of the Negro race itself, and on such leadership the cultural and, indeed, the material progress of the Negro depends.

There are today in America about 21,000 Negro college graduates. In a population of 12,000,000, there is great need for many more. To their credit it is recorded that a large proportion of that number work with and for their own people. Statistics prove their excellence as citizens. They own twice as many homes, buy better goods, maintain higher standards of living than those lacking their educational advantage. They prove the practical benefit of their training; in proportion eight times as many Negro college graduates are employed as noncollege Negroes.

Economic conditions press hard upon institutions such as Fisk University. They are being met courageously. At Fisk the work goes on because drastic, self-sacrificing cuts have been made in salaries of the faculty and all frills frowned upon. Fisk and similar Negro schools are supported largely by private philanthropy. Any reduction in the scope of their work would be a calamity not confined to the Negro race.

Significantly, James Weldon Johnson, author, poet and educator, says, "The Negro might well ask the nation, 'How do you want us?' to which the only answer is as educated citizens."

Education-1933

Discussions.

THE FATE OF THE SCHOOLS

Times 1-1-33 New York.

A Picture of How the Nation Is Dealing With Them in the Face of Hard Times

By WILLIAM DOW BOUTWELL,
Editor-in-Chief, United States Office of Education.

WHAT is happening to our schools in this the third year of the depression? The question has been brought to the fore by the action of President Hoover in calling a Citizens' Conference on the Crisis in Education to meet in Washington, D. C., on Thursday and Friday of this week.

The two chief purposes of the conference, of which Dr. Ray Lyman Wilbur, Secretary of the Interior, is chairman, are: (1) To work out methods of making necessary retrenchments in school expenditures with the least possible injury to the coming generation, and (2) to secure effective participation in constructive action by citizens of widely differing points of view but with a common interest in this vital matter.

The conference is to be composed not of educators but of representatives of great civic groups. Organizations which have indicated their willingness to take part are the American Council on Education, the American Farm Bureau Federation, the American Federation of Labor, the National Association of Manufacturers and the National Grange.

Anticipating that the need for data on the emergency would arise, the Office of Education began months ago collecting vital information on the effect of the crisis on education, supplementing its regular statistical collecting service. Many of the data have now been analyzed.

Our School Legion.

Any attempt to obtain a birdseye view of any major problem in education involves a tremendous task. It means reporting the movements of an army of children and teachers seven and a half times as large as the American army enrolled for the World War. It means dealing with 130,000 school districts, each managed by a separate board, scattered [illegible] the country. And these school districts differ in each State as dramatically and pathetically as Park Avenue and the east side slums.

The effects of the depression on four factors governing the moving of this vast army into schoolrooms every school day are being charted: (1) Changes in funds available to support the school army; (2) changes in the use of funds available; (3) changes in the personnel, and (4) changes in the work undertaken.

Facts on forty-one cities of 100,000 population and up, comparing 1932-33 to 1931-32, disclose the following situation for urban centres:

1. Funds Available—Valuation of property yielding school taxes, down 7.50 per cent. Appropriations from State, up 3.13 per cent, due to the action of Western and Eastern States.

2. Use of Funds—Running expenditures, down 5.32 per cent; new construction and other capital expenditures, down 37.98 per cent; teachers' salaries, down 4.96 per cent. Some have complained that the teachers have not taken their share of the burden, but these figures indicate that they are taking up practically all of the current expenditure reduction in salary cuts.

3. Changes in Personnel—Enrolment, up 1.39 per cent; teaching staff, down 2.13. This means that the size of classes is rising, as it has been for the last few years. These figures will give pause to those who criticize the regimentation of our public schools. The larger the class the less individual attention can a child receive from the teacher.

When the above national averages are analyzed by regions as shown in the table significant variations appear. The North Atlantic region city school systems have resisted the effects of the depression better than any other section. This is in part due to New York State, which has achieved better stability because her school finance system was overhauled before the storm broke.

The States of this group—the [illegible] England States and New York Jersey and Pennsylvania—h[illegible] fortunate in that the assessed valuations on property on which school revenues largely depend have suffered much less than the average for the country, a decline of 5.62 per cent, as against the 7.50 average and 16.27 for the maximum (in the Western States).

Crisis in the South.

The region hardest hit educationally, according to these figures, is the South Central, in which current expenditures for the schools have dropped 20.54 per cent. In this region assessed valuations have gone down 10.69 per cent and State appropriations 10.50 per cent.

The Western States, embracing the Rocky Mountain and Coast groups, are portrayed as making the stiffest effort. Whereas theirs had been the largest drop in assessed valuations (16.27 per cent), their State aid shows the largest rise, 7.87 per cent.

4. Changes in the Work Performed—Among the school services most frequently reported eliminated were: Supervisors of music, kindergartens, supervisors of art, dental service, night schools, school nurse service, medical inspection, manual training and home economics (elementary grades). Those suffering most frequent curtailment were: Night schools, physical education, nurse service, medical inspection.

The appearance in this list of nurse service, dental service, medical inspection and physical education suggests that little attention is being paid to the seven cardinal principles of education when it comes to a question of what to save. Cardinal principle No. 1 is that health should be guarded. The four services listed above contribute directly to health.

Over against these losses appear occasional gains, as in physical education, dental clinics, classes for handicapped children and two junior colleges.

Spread of Relief Work.

At the same time, a separate Office of Education investigation has disclosed, a tremendous expansion has occurred in certain relief services which would not be reported in connection with school work. Teachers, school administrators and pupils are rendering services ranging from enrolling the unemployed to collecting and giving out clothes and shoes and providing meals. An official of the National Education Association reports that most teachers say they can get along under the handicaps if only they could have enough food to go around for hungry pupils and enough books to meet the needs of the enlarged classes

In the rural schools the situation is sharply different and distinctly worse. In most States rural schools are still largely paid for by taxes on farm land. The steady decrease of prices for farm products and farm lands has dried up tax sources. One school district in Arkansas offers a prime example. The total assessed value of this school district according to the last figures was $845. On this assessment the maximum collectable by law to run schools and all other local government service this year is $14.

There are well-authenticated reports of rural schools closed up this year. There are far more numerous reports of school terms cut one-third, one-half and three-fourths. Since the average rural school child has at the eighth grade one school year less of educational opportunity than the city child, due to shorter terms, the seriousness of additional cuts in rural school terms is plainly evident.

Where Cuts Hit Hard.

Data have been tabulated on two States whose rural schools have been seriously affected—Arkansas and Alabama. Most of the figures are for last year. Conditions are worse this year.

From Arkansas come reports of twenty-six schools entirely abandoned. Alabama faces the necessity of closing schools in half her counties at the end of the first term. In Arkansas last year the average length of school term for all counties reporting was cut from seven to six months. School buildings are down at the heel for lack of repairs, school supplies are running low. Many schools will be maintained only by tuition and donations.

One out of every ten grade-school teachers in Arkansas counties was dismissed; one out of every twenty Alabama high-school teachers was let out.

Salaries have tobogganed down to legal minimums. Many States are paying in warrants, some of which are cashable. There is some evidence that the depression has accelerated the consolidation of rural schools.

WHAT IS NEEDED IN NEGRO EDUCATION

Christian Register 1-12-33

When the Negroes were first set free, high minded white men and women from the North, and a few from the South also, concentrated on teaching the Negro his ABC's etc. They thought that "education would solve the Negro problem." We looked upon ourselves as a problem, because the white people told us so, and we thought education would solve our problem.

Well, we are seventy years away from the Emancipation Proclamation and 25,000 Negroes have received a college education and a quarter of a million have gone through high school. But the "problem" is as acute as ever, and we feel it more than our grandfathers. For "problems" have a way of shifting.

Education has not "solved the Negro problem."

Perhaps one reason why our problem is not solved is because most people thought that "what is good for the white man is good for the Negro." "What will solve the white man's problem will solve the Negro's problem." But it has not worked.

The white man said we could not learn Greek: we wrote a Greek text book, and told him we could learn Greek. He said "Yes, I see," and things went on as they were before; except that white people, for the most part, stopped studying Greek. Then the white people insisted that we study "industries." So we learned the "manual arts," carpentering, tailoring, shoemaking, etc., only to find that the white man is substituting machinery for the "manual arts."

So we are now watching to see what the white man's next move in education is to be.

Yes, we have "standardized" our colleges, filled our faculties with A.B.'s, A.M.'s, Ph.D.'s etc., wherever we could find them and the money to pay for them.

But the "problem" is "unsolved."

The white people are questioning their own educational methods. So we must begin to question also.

Let us question.

Have we not put too much stress on what we find in text books and too little on what we find in experience? Nearly every text book is behind the times when it comes off the press, and is to be checked up against our own observation, experience, experimentation and investigation.

Have we put enough stress upon thorough investigation? Do not Negro students leave school with only a superficial idea of things? The very fact that there have been almost no original investigations by Negro doctors, Negro school teachers and Negro preachers seems to point out the superficiality of Negro education. The fact that most of the studies of Negro education have come from whi educators shows that Negro teachers have not grasped the fundamentals of their own problem. Does it not?

Do we put enough stress upon the development of personality in Negro children? Do we encourage self-expression?

Do we put enough stress upon racial history and ideals? Are not the educated Negroes the weakest when it comes to racial cooperation? Is not the educated Negroes' Ego too greatly inflated?

Does not our education fit us for 16th Century living more than 20th Century?

Does not our education neglect the great fields of economics, sociology, industry, engineering, physics, chemistry?

Do not most Negroes feel that when they graduate they are "educated," and fail to make progress?

Are not Negroes educated to ape the frivolities of white people and not their creativeness? Is that not seen in the fact that Negroes of education cooperate chiefly in dancing, bridge and other "pleasures," but show little originality in business or political cooperation?

A recent book was written to glorify Negro women. As we remember the women named were Lucy Laney of Augusta, Ga., Jane Hunter of Cleveland, O., Nannie H. Burroughs of Washington, D. C., Maggie L. Walker of Norfolk, Va., Mrs. Bethune of Florida, and one other. But did you ever think that not a one of these women is a college graduate? Madam C. J. Walker, the greatest Negro America has produced in business was not a college graduate, nor is Madam Annie M. Turnbo Malone. But all these women were and are thinkers and originators.

John Merrick, who founded the North Carolina Mutual was not a college graduate, Rev. R. H. Boyd, who built what was in his day the Negroes' largest publishing house, was not a college graduate; nor was Booker T. Washington or Bishop H. M. Turner or Paul Lawrence Dunbar, or Richard B. Harrison.

But all of them were STUDENTS. Because they were not "graduated," and had not "finished" college they worked harder than most college graduates.

We do not deride the college. But we say that it needs something done to it. Yes, it is far better than anything we have, but it is not good enough. There is something wrong with it. Its product does not measure up as it should. Of course, other things being equal, the college man will outstrip the non-college man nine times out of ten.

But that is not enough. Negro education is not "hitting on all cylinders."

Something is needed.

What?

Let the thinking minds of the Church tell us.

The Cost of a Year at College

When William B. West, dean of men at Howard University, hazarded the view a year ago that going to college costs the average student $800 a year, his statement recalled the old days of a quarter of a century ago when many college and professional men paid for their education with funds earned during the summer months.

Professor Charles H. Thompson, writing in the January number of the Howard Journal of Negro Education, tells of a questionnaire submitted to 542 out of 876 students in the college. This survey showed that it costs the average boy $550 a year (1929-30) to attend Howard, and the average girl, $600.

Comparing the actual expenditures with the dean's estimates, there is a difference varying from $200 to $250 a year. And since students of college age are not famous for thrift, frugality, or stinginess, it seems logical to infer that the average actual expense is a better normal guide than the dean's estimate.

In addition, the dean's own figures show that college necessities (room $78, board $176, tuition $150, books $45, fees $10, laundry $40) can be purchased for $499. This indicates that the student who spends over $500 to go to college spends something for frills that he could, if pressed, do without.

This inference is authenticated by Dr. Thompson's discovery that in 1929-30 30 per cent of the boys and nine per cent of the girls paid their way through college without help from home.

This last statement is most important of all. No matter what the cost of college and university education, the country is safe as long as the poor boy and girl with push and grit can work their way through.

We suggest to Dr. Thompson that he go a step further and make a survey of what becomes of graduates after they finish college. It would be interesting to discover whether those who paid $800 for a year in college got any more than those who paid only $500 for it.

Winston-Salem, N. C. Sentinel
Monday, February 13, 1933

ON NEGRO EDUCATION

In its recent bulletin, the board of education of the Methodist Episcopal Church, makes another encouraging report on the education of the Negro. In its preliminary, the bulletin says: "With increased knowledge come increasing self-respect, thirst for further learning and spiritual independence. It is to these stirrings of the spirit our church has ministered through its schools and colleges for Negroes. The church seeks to prepare Negro youth for their ever-lasting place as citizens of the United States and as exemplars of Christian living." The bulletin states further: "In sixty years Methodist schools for Negroes have sent out more than 200,000 young people to take their part in American life. Our schools have equipped 1,600 ministers, 4,500 physicians and dentists and 13,600 teachers. Besides giving professional service, many of these persons have become living demonstrations of Christian life. Last year, the enrolment of these schools was 3,964, of this number, 706 were graduated." Bennett College, Greensboro, gets favorable mention from the board of education.

THE NEGRO AND EDUCATION.

Editor of The Daily News:

A front page article and an editorial in your paper recently concerning negroes applying for admission to the university of North Carolina aroused much interest among both races. I noticed your referring to negroes who were bold enough to ask for their lawful rights as "Bolsheviks." May I say that it is regrettable that your paper brands the negroes who stand up for their constitutional rights as "unfriendly" toward North Carolina whites.

All of the negroes citizens of this great commonwealth are well aware of the existing slavery-time laws of North Carolina that prohibit the two races from studying together in the same publicly tax-supported institutions. I am sure that those who applied for admission did not have any idea that this state would admit their group at Chapel Hill, even though the negro group forms a large percentage of loyal and worthy citizens. Personally, I do not believe that they want to attend Chapel Hill, but being citizens they want equal provisions made whereby negroes may have opportunities equal to those at Chapel Hill to pursue a course in law, medicine or dentistry just as the white citizens.

Since this country is a democracy that is providing equal and rightful opportunities for citizens regardless of race, creed or color and since the negro is a tax payer and does help support the university of North Carolina some provisions ought to be made for the negro training in the higher professions.

I have been a citizen of North Carolina and a tax payer for many years and to my knowledge not one of our educated negro leaders have ever mentioned to the public anything of this problem so vital to the welfare of the negro citizens of North Carolina. I am sure that these negro attorneys and the N. A. A. C. P. will render a great service to a loyal and worthy group of citizens, not only in North Carolina but all over the U. S. A. I hope that this shall teach the people of this state that the negro not only wants a liberal and agricultural education but some provisions made for his professional training a well.

W. B. M'LAUCHLIN.

Southern Pines.

Colored Schools in the North

A few years ago many thoughtful persons were disturbed by what seemed to be an insidious effort to establish separate (colored) public schools in Northern states and communities where there had not been any previous separation.

This segregating movement—at first sugar-coated or disguised in various ways—has gradually grown more and more open, avowed and insistent, and it seems evident that segregated schools are becoming increasingly common and accepted in the Northern states, especially in and near the larger centers of population.

Despite the lack of legal sanction, indeed in some cases in defiance of actual prohibition (as in Ohio, Indiana and Illinois) separate schools—or at any rate schools attended exclusively by colored children and taught by colored teachers—are well established and meet little or no active opposition.

It is not the intention here to argue the pros and cons as to these schools, but to record the fact that here and there determined opposition is being shown, and in some cases the opponents win.

At the present time, as our news columns show from week to week, New Jersey and Pennsylvania are the main battle grounds. In each of these states at least one publicly supported school of higher grade has been established which, while attended solely by colored students, is ostensibly not "colored."

There is controversy over the question as to whether or not these schools are de facto segregated institutions; but more important still is the question whether or not such institutions of academic or college grade, supported by public funds, serve as precedents and justification of general and complete separation through all levels.

Rayford W. Logan, on the staff of the Association for the Study of Negro Life and History, has contributed two articles on the question to the Journal of Negro Education, edited by the faculty of Howard University. His second article in the January issue is printed in another column.

Also in other columns will be found an editorial from the Philadelphia Tribune and an article from the same paper bearing on the questions hereinbefore raised.

Since some of our most enlightened thinkers and publicists see in these schools and other growing tendencies to separation a foreboding menace, the matter deserves attention.

Education - 1933

Discussions

NEWER TRENDS IN NEGRO EDUCATION

Negro Education is experiencing new trends. Christian Recorder

Booker T. Washington was one of the first to note the need for Negro education to be adapted to the needs of Negro life. His severe castigation of the system of education which tried to train Negroes of the South to think and act like white men of New England will never be forgotten by the men and women of his generation. His introduction of industrial education to train Negroes in the South to make a living with the things at hand was a distinct contribution to Negro education. Philadelphia Pa.

But we cannot stay where Booker T. Washington left us. Nearly all of his plans for education are now out of date, having been made obsolete by the dominance of machinery over hand-made industry.

Opposed to Mr. Washington was a group whose educational slogan was "What is good for the white man is good for the Negro," "What the white man needs the Negro needs also," etc.

Education has moved from that and to-day every expert in Negro education realizes that what the white man needs is what the Negro needs—Plus.

There must run through our educational system certain fundamentals; but the Negro must not only acquire them, but something more.

The Negro boy and the white boy sit side by side in high school and college. They master the same mathematics, the same bookkeeping and stenography, the same physics and chemistry. But when they graduate they go into two different worlds. Practically every bank in the town is closed to the Negro boy. He will seek here and there and be turned down here and there. He is apt to become discouraged and despondent. He may become a Red, a Communist. What is to save him from this? He must have all the white man has, PLUS. This gives a peculiar place to the Negro college.

The coming of the machine is bound to change education. We shall once more have education not only for vocation, but for avocation, for culture. Only the culture will be democratic rather than aristocratic. We shall diffuse it throughout all the people. With more leisure, which the machine gives the man, he must be trained to enjoy himself. Art, science, religion, music, recreation, will no longer be the possession of the few but will be the happy possession of the many.

In this we ought to build new social ideals. We ought to learn to know one another better because we shall have more time to cultivate one another. What is "society" now is enjoyed by the few. But with more efficient machinery, more time for association, we shall all be "in society." And with proper spiritual and educational guidance we should all be making the world a better place to live in.

Education with new-found leisure will not only be something for childhood and youth but adults will go to school. Our country has billions invested in school property that is used only for children. Why should one stop studying when he reaches 14 or 16 or 18? Is education finished when one has finished a high-school course, or taken an A.B from college? No. Education is a life-time process. The adults ought to keep up with the youth. That would help to bridge the chasm between youth and age.

Educa[illegible] not an end but a means—a means to [illegible] man live a more abundant life. Not only [illegible] intellect must be subject to training, but also the emotions. For we all know that the emotions are the guiding forces in human life.

Now the Negro college n[illegible] give the PLUS in education, and only a Negro College can do this at this particular time. Negro colleges must send out Negro teachers who can put that "Plus" in Negro children.

What is the PLUS? It is a scientific knowledge of Negro history, Negro music, Negro art, that are not taught in the average college. It is the inspiration of Negro teachers, Negro pictures, Negro books, buildings commemorating Negroes. It is the social contact of Negro students with eminent Negro men and women who have achieved. It is the preparation of the young Negro soul with a double portion of courage, of faith in himself and his people, that he may with confidence and intelligence meet the obstacles that may be thrown across his pathway.

Every Negro college should establish a department of Adult Education. Every Negro church should assist. More will be written about this later.

RACE SCHOOL GROUP SEEN BEARING BRUNT IN PROGRAM CUTTING

Atlanta Journal 3-3-33

Reduction In Staffs Pay Etc. Is Found To Be Heaviest In Colored Institutions

WASHINGTON, Mar. 3 —(AN P) Dr. Ambrose Caliver discovered that due to the necessary retrenchment programs, schools for Negroes were very much overcrowded; length of school terms had been reduced to a minimum, teachers had been dismissed and those yet on the jobs had suffered deep salary cuts. With reference to salaries he pointed out that prior to the depression there was a vast difference in the salaries paid to white and Negro teachers doing the same grade of work in the rural districts of the South, where now there are some Negro teachers who receive only $200 per annum against $945 paid to white teachers.

Fines Many Factors

Other factors that have hardship upon urban schools were cited as the migration of families from the rural districts to the city in order to obtain relief from the various charities; the return to school of many youths who had formerly worked and had lost their jobs and the moving of families to cities seeking employment.

The colleges, too, have been affected, but are essaying to overcome the difficulties. One of the most serious caps faced by the institutions is to provide higher learning students can maintain themselves. In this direction it was pointed out that media through which the students had been able to sustain themsleves while pursuing their studies in most institutions had been over-taxed and now pre-

CHARLOTTE, N. C.
OBSERVER
FEB 19 1933

Negro Educators Protesting Cuts.

To the Editor of The Observer:

"All education in North Carolina goes up or down together," according to a letter just sent to Mr. Hayden Clement, Chairman of the Senate Appropriation Committee by the Presidents of Private Negro Colleges in the State.

This letter was written in endorsement of the letter recently sent by C. C. Spaulding, President of the North Carolina Mutual Life Insurance company, and was signed by the following college presidents:

William Stuart Nelson, Shaw University, Raleigh; Charlotte Hawkins-Brown, Palmer Memorial Institute, Sedalia; Charles E. Stewart, Kittrell College, Kittrell; L. S. Cozart, Dean, Barber-Scotia Junior College, Concord; John W. Wright, St. Augustine's College, Raleigh; W. J. Trent, Livingstone College, Salisbury; H. L. McCrorey, Johnson C. Smith University, Charlotte; David D. Jones, Bennett College for Women, Greensboro.

The letter, briefly stated, follows:

"To the Members of the General Assembly:

"C. C. Spaulding, President of the North Carolina Mutual Life Insurance company at Durham, has just addressed a letter in behalf of the state schools of North Carolina. As Presidents of the private schools serving Negroes in North Carolina, we want to endorse most heartily the sentiment expressed in the letter of Mr. Spaulding. We believe that education in North Carolina would be seriously affected if the state schools were cut in their appropriations in such a manner as has been proposed.

"This weakening of the state schools would in reality weaken all Negro education in the state, for we have in North Carolina the happy situation of all the colleges going forward together. All of us have a pride in what public education has accomplished in North Carolina for all the people. We would not like to see education taken from one single boy or girl of any group, and we sincerely hope that no group will be penalized beyond the point where it can do effective work. We appeal to your sense of fairness and justice and your magnanimous spirit and ask that the state schools for Negroes be given a chance to operate on an effective basis by increasing their appropriations to more nearly meet their needs."

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New York Times
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Shifting of Emphasis From Teacher to Learner Advised in Dr. Suzzalo's Report.

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Benefit Seen in Drop in Alumni Aid—Fund Put at $31,169,345, Market Value Much Lower.

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The report contains a statement by Dr. Henry S. Pritchett, president emeritus of the Carnegie Endowment for the Advancement of Teaching, on the "deflation" of public education. In line with Dr. Suzzallo's views, Dr. Pritchett writes:

"Along with overproduction in agriculture and in manufacture there has been a comparable overproduction in the products of the tax-supported system of education. The inflation has resulted in a multiplication of subjects taught, in costly and expensive buildings, and in a vast increase in the number kept in school beyond the point where school was fruitful. If anyone imagines that public education can escape the demand for retrenchment that confronts every other public activity, he is deceiving himself."

Dr. Suzzalo points out that the investments of colleges and universities have shrunk like most other investments managed by individuals and fiduciaries, but he maintains that college and university investment policies often have been as sound as those of the most conservative trusts.

New Policies Needed.

Referring to certain educational policies that will be prompted by changed conditions, Dr. Suzzallo writes:

"These policies, already well demonstrated in one form or another by many of our higher institutions, represent three of the best of the many changing trends now observable in American higher education.

"These changes tend (1) to transfer the emphasis from the teacher to the learner, thus making independent study more important than class instruction; (2) to broaden the curriculum so as to emphasize that thoughtful correlation of knowledge which develops interest, flexibility of mind, and resourcefulness above highly specialized practical knowledge and skill; (3) to place institutional emphasis on a smaller number of education services rendered with high quality, rather than on many services rendered under minimum standards."

Dr. Suzzallo suggests the more effective distribution of services among higher educational institutions; reduction of the number of major lines of study by making the first two college years basal for all students, requiring a larger number of comprehensive courses, substituting fields of concentration for departmental specializations, and providing fewer elective courses and offering them less often; and the reorganization of teaching through reducing the number of sessions, using more techniques, and increasing the size of classes wherever the subject or teaching technique permits.

Endorsing the "share the work" principle as applied to education, Dr. Suzzallo next touches upon student fees in State education. After pointing out that many gifted students are barred by high costs, he says:

"Society needs the services of such students far more than the students themselves need the university training and the professional career that would follow it. At present there is no assurance that we are fully intelligent in selecting our future physicians, lawyers, engineers and teachers, when high fees and long-continued expense are permitted to operate as factors in that selection."

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The treasurer's report shows total funds and accumulated income as of June 30, 1932, of $31,169,345, representing a decrease of $435,271.78. The foundation had $930,000 in investments on which there were interest defaults. During the fiscal year 1931-32 the trustees received $1,557,026 as income from interest on securities. In addition they received from the Carnegie Corporation of New York $179,750 for special projects.

On June 30, 1932, the trustees held securities of a par value of $31,529,589.48, with a market value of $22,762,620 and a book value of $30,999,946.72. Of the securities held in trust, $18,035,000 represents permanent endowment and funds of the division of educational inquiry, and the remainder reserve funds of the foundation, which have a face value of $13,494,589.

The foundation's total expenditures were $1,987,082, including $1,672,925 for retirement allowances and widows' pensions, $100,516 for administration expenses and $56,938 for work of the division of education inquiry.

NASHVILLE, TENN.
EVE. TENNESSEAN

JAN 13 1933

Guard the Standards.

"Our schools, like all other public enterprises, must practice all possible true economy. They must not, however, be permitted to become less efficient or fail to make improvements."

These are the conclusions of a committee of the State Teachers' Association, headed by Dr. P. P. Claxton, as presented in an arresting study of educational conditions. The analysis covers (1) a summary statement of thirty years of progress in Tennessee, (2) a summary statement of absolute and relative conditions of Tennessee schools in 1930, (3) a brief discussion of the state's ability to maintain and improve its schools, (4) a program for the present and the immediate future. It is worth the attention of all citizens.

Tennessee may be proud of her progress, but her work was started late and there is still much to be accomplished. This is emphasized by the fact that the state still ranks fortieth in literacy of total population, and forty-fifth in literacy of native white population. In only four states, the report reveals, is the percentage of illiteracy among native whites less than in Tennessee. We have 145,460 illiterates of both races.

In the list of the forty-nine states, including the District of Columbia, Tennessee ranks forty-fourth in elementary and high school endeavor and attainment; thirty-sixth in percentage of school population in daily attendance; thirty-seventh in average of days attended by each child; fortieth in average length of school term; fortieth in per cent of youth of high school age in high school; forty-fifth in expenditures per teacher employed, and forty-fourth in expenditure per teacher for salaries.

If these facts were not sufficiently impressive, it should be known that Tennessee has only 23 per cent of her boys and girls of high school age in high school, which is far below the average for other states.

In 1921 Tennessee ranked lowest of all states in per cent of young men and women of college age in college. It now stands about forty-second in the list.

Nor, it is held, is the state holding its own in expenditures for education. The average cost per pupil in elementary and high schools is declared to be $35.82; the average for the rest of the United States is $71.39, almost exactly twice as much.

There is a brighter side to the picture, however. Illiteracy, for instance, has been reduced from 20.7 to 7.2 per cent, and the average daily attendance has been doubled.

As recently as 1900 there were no public high schools except in the large cities, says the report, and these were small. Pupils graduated at the end of the eleventh year. The total enrollment then is estimated at less than one thousand. But in 1930 there were 694 public high schools, of which 394 were four-year schools. Total enrollment was 69,791. The number of pupils graduating was 52 per cent larger than the total enrollment in the eighth grade and all higher grades in 1901.

Tennessee's increase in wealth justifies a course which will maintain and improve this program, the committee insists, though economy is possible and desirable.

To this end, a program is presented for public consideration:

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(4) Higher standards of preparation for teachers in elementary schools should have not less than two years above high school, with professional training including such well-directed practice teaching as will insure reasonable success in the first years.

(5) Such adequate support of all teacher-training schools, the Polytechnic Institute, the University of Tennessee and the Agricultural and Industrial College for negroes as will enable them to prepare a sufficient number of teachers for the lower schools and meet all the needs and legitimate demands for the state for men and women of higher education and sound scholarship.

(6) Adequate funds for all other essential needs of the public school system.

Findings of the committee undoubtedly will be brought to the attention of the legislature, upon which rests the delicate responsibility of paring expenses without doing violence to the structure of public education. Serious study will be required before economy reforms are made effective, for to do irreparable damage to the school system will, in the long run, be a more serious blow than the failure to effect all of the savings so generally demanded. There can be no real economy on the basis of a moratorium in education.

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Education 1932

Discussion

PHILADELPHIA, PA.
RECORD

AUG 20 1933

NEGRO EDUCATION TOPIC OF SURVEY

Low Standard of Equipment for Teachers Found; Changes Recommended.

By JOSEPH H. RAINEY

The average annual salary of Negro elementary school teachers in the United States was only $548 last year and ranged as low as $304 in one State.

This was considered as one of the most serious problems confronting the national advisory committee on the education of Negroes when they met in Louisville, Ky., last week.

It was the fifth meeting of the organization since it was formed in 1930.

An Advisory Body.

Its function has been to advise with Dr. Ambrose Caliver, specialist in the education of Negroes, Federal Office of Education, with reference to the special surveys of secondary schools among Negroes and the education of Negro teachers, as well as problems arising in connection with the regular work of the specialist.

The feature of the meeting last week was a report by Dr. Caliver on the findings and conclusions of the completed survey, which has been in progress during the past three years.

Although variations exist between different States, the following are a few of the findings:

In general, the preparation of Negro elementary teachers in 1930-31 was far below standard and about 22 percent had not progressed beyond the fourth year of high school.

Low Educational Equipment.

Fifty-six percent ranged between high school education and the accepted minimum standard of two years of college.

Only 22 percent had more than two years of college, and in two States more than 50 percent of the Negro elementary teachers had not advanced beyond high school, compared with a corresponding percentage of less than 7 for the white elementary teachers in the same States.

One recommendation, based on the survey, was that teacher-preparing institutions for Negroes should raise their entrance requirements and that they should inaugurate definite programs of student personnel research and administration.

Less variation, it also was urged, should exist is the curricula policies and practices of Negro institutions, and it was recommended that special attention should be given to the selection and preparation of rural teachers.

Extension of high school facilities was suggested to provide better-prepared applicants to the teacher-preparing institutions.

A brief statement was made concerning a study of rural elementary education among Negroes, a background study of Negro college students and a survey of secondary education.

DuBois Writes an Editorial

Afro-American 7-1-33

This editorial is unwittingly written for us by Dr. W. E. B. DuBois:

He said, "There can be no college for Negroes that is not a Negro college. We must start on earth where we sit and not on the stars where we aspire. The American Negro problem must be the subject of the American Negro college. It must be built on this foundation. Education must be for Negroes as they are and not as they may be or should be. We must begin with Negroes.

"The Negro college should be founded on (1) knowledge of their history, (2) knowledge of their present condition and (3) then it must train the Negro to earn a living under these circumstances.

Baltimore Md.

"The Negro college must become a center not only of knowledge but of applied knowledge. It must root itself into the group life."

In other words, Dr. DuBois is saying that our colleges ought also to prepare themselves to give some such degree as "bachelor of science in plumbing."

PROFESSOR MABEL CARNEY, of Teachers College, Columbia University, urging Federal aid for Negro education in the South, declares that the Southern States are not entirely to blame for the fact that $44.31 per capita is spent for white children's schooling while just $12.57 per capita is spent for colored. She blames the low per capita wealth for part of the "unfairness" with which the South deals with educational expenditures and points out that the only solution is Federal aid for the colored child.

Professor Carney, in principle, is all wrong.

Whatever the South has to spend upon education it should divide on an absolute equal per capita basis as regards all children. What the South needs to rid itself of, in the interest of all children, colored and white, is the "body of death" of prejudice which keeps its per capita wealth low.

There may be some virtue to Professor Carney's suggestion that the Federal Government step in and help equalize the educational opportunities in all sections of the country, but the basis requirement which should underly even this is equality of treatment in every section without regard to race or color.

As long as the South persists in cutting off her own nose to spite her face, in that she keeps herself poor and economically behind the rest of the country in order to keep her colored population impoverished, there can be not real educational justice for either colored or white children. Some day this truth may penetrate their skulls

Baltimore Md.

Federal Aid for Schooling in South Urged By Columbia Professor After Survey

Pittsburgh Courier 7-29-33

NEW YORK.—The only adequate solution of Negro education in the South depends upon a complete program of Federal aid, according to Professor Mabel Carney, white, of Teachers' College, Columbia University, who has completed a survey of educational conditions in Southern States.

Declaring that the South, due to its low per capita wealth, is not entirely to blame for the "unfair" conditions which prevail in its educational system, Professor Carney pointed out that the educational opportunity of Negro children, measured by expenditure, ranges from about one-half to one-ninth of that for white children in nine out of eleven Southern states.

"The average current expenditure per pupil enrolled for the United States as a whole in one year was $87.22 per child," she revealed. "The average expenditure per white child enrolled in the Southern states for the same year was $44.31. For Negro children the comparative figure was $12.57.

"For the United States as a whole the per capita wealth in 1930 was $3,008. For the North and West, or non-South, it was $3,609. But for the South it was only $1,785.

"From this it is evident that the only adequate solution of the Negro education problem must come through Federal aid under which all parts of the country would share more equitably in this large responsibility."

Professor Carney's survey showed that the rate of illiteracy in Negro population was 16.3 per cent, as compared with 1.5 per cent for native white population and 9.9 per cent for foreign-born.

NEW YORK EVENING WORLD — Telegram

OCT 30 1933

EDUCATION ENDS RACE PREJUDICE, TESTS DISCLOSE

Dr. Schlorff Reports Increase in Tolerance as Result of Research.

SEES LYNCHINGS CHECKED

425 Hoboken High School Students Create Scale of 'Social Distance.'

Definite proof that racial prejudice and resultant outrages can be minimized by the education of children to toleration of creed and color other than their own has been obtained by Dr. Paul W. Schlorff as a result of a study he made for his doctor's thesis at the School of Education of New York University.

Lynchings such as the incident Wednesday night at Princess Anne, Md., could be prevented, not by legislation and the force of criticism by those in other sections of the country, but by education especially designed to reduce social prejudice, according to the findings of Dr. Schlorff.

A group of 425 high school students in Hoboken, N. J., was asked to grade the degree of intimacy to which they would admit individuals of the twenty foreign nationalities making up the bulk of the population in that city.

Raleigh, N. C. Times
October 31, 1933

WHITE TEACHERS FOR NEGROES A NOT TOO FANTASTIC ANSWER

Among the strange possibilities of a curious time is one that carries a shock in the statement but not only is well within the lines of speculation but washes with scrutiny.

Do the oncoming years hold for North Carolina the staffing of negro schools and colleges with white teachers and professors?

True, the mere proposition looks outre at first blush. In fact, it is one of those things that invite the phrase "to view with alarm." But nevertheless, as things are beginning to work out, it has backing in reason.

Consider the case. The Association for the Advancement of Colored People, a national organization of racial busy-bodies, has invaded the State and organized it as a section to join in a work whose chief end is the destruction of all those compromises in the practical spirit which have been made by the South, which really has to deal with the negro and the bi-racial problem, in a working way. One of its chief objectives in North Carolina is equal pay for negro and white teachers in the schools. White people and the more thoughtful colored people both realize that such inequalities as exist between the pay of the teachers of the two races arise out of conditions affecting a fundamental thing--the relative cost of living. All the theses and oratory possible, all flaming insistence on racial equality under the Constitution, cannot alter the fact that the negro teacher can live in comfort and keep head up in his social circle far more cheaply than the white teacher. Accepting the necessity under the law and the Constitution of providing negro as well as white schools, this differential in pay has been established as a real and practical means of a true leveling out of the scale of pay between teachers of the two races.

Yet when we examine the Federal Constitution, which governs in the end our own laws, it appears that in this contention the Association for the Advancement of Colored People is making out a strong case. If the matter gets to our own Supreme Court, it will have some hard head-scratching to do to reconcile North Carolina practice with constitutional requirements. If our own court proves agile in legal sophistry, its decision will be open to review by the Supreme Court of the United States, the majority of which either do not know the intricacies of the many-sided negro question or will feel bound in treating therewith by the Thirteenth, Fourteenth and Fifteenth Amendments.

Suppose, then, that the judicial decision favors the contention of equal pay for the teachers of white and colored schools. The burden thereby imposed upon an already burdensome school budget would be heavy, but it would not require that colored schools should be taught, as at present, by colored teachers. There are thousands of unemployed white teachers in the State. It is more than conceivable that many of them would be ready, for even the meagre pay they now receive, to become instructors in schools for colored pupils. If the crusading negro organization should carry its point in the courts, the net result might very well be that there would be no colored teachers.

Let the artificially squeamish "hundred percenters" gasp at the idea. White instruction for negro institutions is no unknown or untried thing. It is common in the North and West and East. It is not unknown in the South, or in Raleigh—instance Shaw University and St. Augustine's College. There is no reason why, with a common level of pay made mandatory for both white and negro school instructors, the school authorities should not shop around with the idea of getting the most possible out of the money to be expended, regardless of race.

All the above may seem to be fantastic, but this is the day when fantasy is rising high above every known concept, conviction, adjustment, and principle of logic, to say nothing of prejudice, that marked a civilization that did not sport as many wheels and jewels of philosophy and theory as a Swiss calendar-alarm watch.

ATHENS, GA.
BANNER HERALD
OCT 31 1933

HEADED FOR BOLSHEVISM

In an address delivered last week before the Fourth District teachers association, Dr. Harvey W. Cox called on the teachers "to educate boys and girls to live the most useful lives possible, and to give them new hope." Under the strain which the people have lived during the past four years, Dr. Cox said: "We have surrendered old standards and are headed for Bolshevism. The nation's moral situation is serious. The depression was due to no territory for expansion, automatic machinery with more leisure for concentration of wealth, half of which is owned by 200 men in America".

There is much meat in the statement made by Dr. Cox. These are unusual times, times that have tried the very souls of men. All of the moral support of the people that can be commanded should be brought into force and used for the improvement of the morale of the people. For improvment in conditions, much depends upon the teachers of this country. Their influence, not only among the school children, but among the adults, can be used to an advantage that will be telling in its effect for the benefit of a condition that is now bordering on Bolshevism.

Besides, during these stringent times, representatives of the Socialists and Communists organizations have succeeded in making headway, especially among those citizens uninformed as to the real danger of their propaganda. Especially is this condition true among the negroes of the South. These illiterate and easily influenced people listen to and are influenced by their white superiors and are misinformed and led into committing crime before they realize their action. Just such propaganda as has been circulated by the Communists in this state, has proved to be of a damaging character to the laws of society and to the laws of the land. Several lynchings that have occurred in recent months are traceable to the teaching of Communists. These emissaries of unrest are brazen and without fear of the courts and the law. If they are arrested, funds for their employment of attorneys and other expenses attached to court procedure and trials of cases are furnished by the Communists here and in other sections of the country.

The advice of Dr. Cox should be accepted and hearty support given to his suggestions by every teacher in this state.

Superintendents in 13 States Argue to Study Negro History

Negro Culture

Baltimore Sun

NASHVILLE, Tenn. — That "a textbook giving a faithful account of the contribution of the American Negro to the life of our country" should be prepared and studied in all public schools, colored and white, was the unanimous recommendation of a conference representing the state departments of education of 13 Southern states, meeting last week at George Peabody College, this city.

Further setting forth its viewpoint, the conference said: "There should be taught in both colored and white schools those things that will build up in the lives of the people of both races such a knowledge of the factors involved in a bi-racial civilization and such mutual understanding as will promote good will, fair play, and a spirit of co-operation that will enable us all to work together as one for a safer, a saner, and a more fruitful civilization."

It was further recommended that each state department of education make a careful study of the treatment of the Negro and of interracial questions in its public school textbooks, with a view to such elimina-tions and additions as may be needed for the building of intelligent, fair-minded attitudes on the part of teachers and pupils. In conclusion the conference urged that each state department of education take immediate steps to put these suggestions into effect.

13 States Represented

Five state superintendents of education were present in person and eight by proxy, representing all the states from Virginia to Missouri and Texas. The committee formulating the recommendations quoted above was headed by Superintendent W. F. Bond of Mississippi, and included in its membership the state superintendents of Florida, Louisiana and Texas.

The follow-up was left by the conference in the hands of its executive committee, which is composed of W. C. Jackson, of the University of North Carolina; J. L. Clark, of State Teachers' College, Huntsville, Texas; N. C. Newbold, of the North Carolina State Department of Education; Dennis H. Cooke and U. W. Leavell, of Peabody College; State Superintendents W. F. Bond, of Mississippi; State Superintendent T. H. Harris, of Louisiana; W. W. Alexander, Jessie Daniel Ames, and R. B. Eleazer, of the Commission on Interracial Co-operation.

Colleges Represented

Attending the conference as invited guests were President W. J. Hale, Professor Epps and Robert E. Clay, of State A. and I. College, and Dr. Thomas E. Jones and Prof. Horace M. Bond, of Fisk University. Dr. Ambrose Caliver, of the Federal Department of Education, was one of the speakers.

Education - 1933

Discussions.

Cheyney, Bordentown and 'Force are Opening Wedges For Separate Schools

Afro American 7-18-33

Washington Post

Rayford Logan Discusses Educational Segregation in the North in Howard U. Journal of Education.

WASHINGTON.—The danger of the development of a complete system of educational segregation in the North as an outgrowth of schools like Cheyney, Bordentown and Wilberforce—located in northern states—is pointed out by Rayford W. Logan, former Virginia Union Universty professor, in an article, "Educational Segregation in the North," appearing in the January issue of The Journal of Negro Education, published by Howard University.

Mr. Logan, who is now a special investigator for the Association for the Study of Negro Life and History, points to certain trends in northern educational centers as being indicative of a leaning toward the furtherance of segregation policies, which, whether voluntary or not, are engendered by the establishment and maintenance of schools such as those previously mentioned.

Students Discouraged

He writes

"In the Boston public school system a few white teachers, who hardly act on their own initiative, are becoming increasingly bolder in their efforts to discourage colored students from going to the college preparatory high schools and to white colleges. In one school, a separate assembly for colored students was ordered for the purpose of extolling to them the virtues of manual training and of colored schools.

"Last year the Harvard Medical School refused admission, on the most puerile grounds, to a Harvard graduate of fine appearance, *cum laude* standing, and general popularity among the white students who were admitted. One New England college, which formerly admitted colored students, denied admission a few years ago to a colored student of first rank from a high school noted for the fine records of its graduates in Northern institutions.

"The coaches on many teams openly discourage potential Negro varsity men, and only a few college presidents have the courage to tell Southern schools either to play against Negroes or to forfeit the game. These examples may probably be multiplied in the Middle West and the West, I have given only those with which I am personally acquainted. At best it may be said that except by a few splendid college presidents whom it would be invidious to name, Negro students are merely tolerated on the campus."

Danger Lies Inherent

Professor Logan points out that while there is probably no imminent danger, that any considerable number of these colleges will exclude all Negroes if leaders focus attention upon every attempt at segregation and do not, themselves demand separate colleges, it is to be feared that the coming generations of whites whose influence or interest will have been lost, will be unable to withstand the efforts of the exclusionists.

"There is some evidence finally," says Professor Logan, "that the small number of Negro colleges in states like Pennsylvania, Ohio, and New Jersey has not yet greatly accelerated the trend toward exclusion either in these states or in those located farther North. But is there not a clear likelihood that the establishment of separate teacher training colleges in Ohio, Pennsylvania and New Jersey will inevitably lead to separate colored public school systems in those states regardless of what the statutes may provide?

Trends Show Feeling

"Recent developments in Philadelphia, Trenton, and other near-by cities reveal an unmistakable trend toward separate schools. Separate teacher training schools will change that trend to complete segregation. Certainly there is an unquestionable scarcity of trained Negro teachers. But the demand for them is also distinctly limited. Many Southern county superintendents do not want them, particularly if they come from the North. Few of these trained workers are willing to go into Tennessee, Kentucky, Virginia, and North Carolina to work for about three hundred and fifty dollars a year.

"In addition, Southern colored schools are fully equipped to meet the demand for trained public school teachers. Virginia Union University is today primarily a teachers' college. Virginia State College, Hampton Institute, Tuskegee, the group at Atlanta, in fact, practically every Southern school has increasingly large numbers enrolled in 'Education,' who are preparing to teach. Add to these the vast numbers of unplaced graduates from Howard University, Miner Teachers' College, Morgan, Delaware State College, Lincoln, Wilberforce, and one will be convinced that there is no need for additional centers in the North to train colored teachers. A separate teachers' college in the North must justify itself on other grounds.

To Be or Not

"Why, in fact, even contend that these schools do not hasten exclusion and at the same time contend that colored schools are distinctly superior to white schools as far as colored students are concerned? If Cheyney, Wilberforce and Bordentown are superior to the white institutions in these states, let us demand more of them, not only in Pennsylvania, New Jersey, and Ohio, but also in New York, Connecticut, Massachusetts, Illinois, Kansas, Colorado and California.

"But let us also clearly realize that this policy will lead to separate public school systems. If this is what we want, let us say so. If it is not, then let us put a stop to it. For that, as I see it, is the real issue behind Cheyney, Bordentown and Wilberforce."

Thirty Years Late

Pittsburgh Courier 7-15-33

THOSE who are familiar with the assaults upon the whole theory of so-called "industrial education" as promulgated by the late Booker T. Washington must have discovered a sense of conviction in Dr. W. E. B. DuBois' recent address at Fisk University. Illuminating gems from the discourse of this modern Saint are quoted:

"We must start on earth where we sit and not on the stars where we aspire. The American Negro problem must be the subject of the American Negro college.....Education must be for Negroes as they are and not as they may be or should be. We must begin with Negroes. The Negro college should be founded on (1) knowledge of their history, (2) knowledge of their present condition, and (3) then it must train the Negro to earn a living under these circumstances. The Negro college must become a center not only of knowledge but of applied knowledge. It must root itself into the group life."

Beginning thirty years ago and for two and a half decades this same learned physician prescribed classical lore as a specific for the Negro's problems, and denounced as charlatanism the very remedies he now proclaims. Precisely what Washington stood for thirty years ago DuBois stands for today.

Had he the wisdom of Washington then, instead of now, the Negro college long since would have become what he declares it must be. More than any other man in America, DuBois is responsible for the defects in Negro education which he so unerringly points out. He organized and led the school of thought that made it so difficult to make "education....for Negroes as they are and not as they may be or should be."

PHILADELPHIA, PA.
RECORD
JUL 23 1933

10 PCT. NEGROES IN SCHOOLS HERE

Enrollment Half of What It Should Be; Small Number in Colleges.

By JOSEPH H. RAINEY

The number of Negro children who continue from elementary school to high school in Philadelphia is only about half of what it should be.

It is because they are not intelligently prepared that they are unable to obtain more positions in the industrial and commercial fields of this city.

The latest complete figures in a recent report of the Board of Education show a total enrollment of students in public, parochial and private schools of 344,442. Of this number 34,684, or about 10 percent, were Negroes.

1700 in High School.

Of this number 1700 were Negroes in high school. Eight and one-half percent of the white children in school were in high school; four and a half percent of the Negro children in school were in high school. Consequently the number of Negro children in elementary schools is about what it should be, but the number of Negro children who enter high school, in comparison with the number of white children who continue, is only about a half of what it should be.

Last year 15 percent of the white high school students were members of the graduating class, while the percentage of Negro graduates was much smaller.

The representation of the Negro in the higher institutions in this city is woefully small.

In the Colleges.

In 1930 there were 26 Negro students out of a total of 438 students in Philadelphia Normal School. In Temple University the enrollment was 12,500. Of these 193 were Negroes. There were 57 Negroes out of a total of 10,485 at the University of Pennsylvania and none of the 4844 enrolled at Drexel Institute were Negroes.

Seven of the 670 at Philadelphia College of Pharmacy were Negroes. The following medical colleges had enrollments as of May, 1930, as follows: Jefferson, 591; University of Pennsylvania, 473; Hahnemann, 454; Women's 116, a total of 1634. There were 4 Negro students enrolled at this entire number, 3 at Penn and 1 in the Women's Medical College.

The Negro has looked upon employment with too much casualness. Taking work too lightly, he has overlooked the necessity of having wider distribution in the industries of the nation.

The only material capital which he has had has been that represented in manual labor. He has resigned himself to the unfavorable conditions implied in his initial status and has failed to utilize to the fullest extent the means ready to his hand which, intelligently used, would aid him in stretching the limitations of this status.

THE EMERGENCY IN NEGRO EDUCATION

Iowa Bystander

The department of labor in Washington in a bulletin on "The Emergency in Negro Education," says:

Des Moines Iowa

"Because of the deficiencies which existed in the education of the Negro before the depression, the meager facilities existing in his schools, the lack of support now received, and the narraw margin upon which they operate, drastic cuts cannot be made without doing irreparable damage."

One may say there is an emergency in all education today because of the depression, but the bulletin cites facts which easily demonstrate that due to the large difference in opportunities for Negro children as compared with that offered white children in many communities, the cut brings Negro children to almost

nothing.

For instance the bulletin states further:

"Already the average term in schools for Negroes is only four-fifths as long as that for whites. Negro children with all their social and economic handicaps, are expected to accomplish the same tasks in 80 percent of the time required for white children. As Booker Washington once said, this is paying a high compliment to the native intelligence of the Negro.

"In 1929-30 the class-size in Negro schools was on the average 50 percent greater than that for the white schools in the same states.

"Of 44,000 Uegro children studied in 1930, 17 percent lived 3 miles or more from their schools. A similar study of white children showed only 4 percent living 3 miles or more from their schools. Thirty-nine percent of the Negro elementary children lived 2 miles or more from the schools they attended.

"In 1930, according to the State reports, there were 230 counties in 15 southern states having a Negro population constituting one-eighth or more of the total population, which had no high school facilities at all for Negroes. There were 159,000 Negro children of high school age in these counties.

"Reduction of teaching force. In order to make the pupil-teacher ratio of Negroes equal to that of the whites in the same states, on the basis of 1930-31 figures, 17,000 additional Negro elementary teachers would be required, and in order to equalize the ratios of Negro high school teachers to Negro children of high school age, 13,000 more Negro high school teachers would be required than were then employed.

"The average annual salary of rural white teachers in 1930 was $945, for colored teachers it was $388. In some rural communities colored teachers received as little as $200 per year. Nearly as great divergencies exist between the salaries of colored and white teachers at the high school level and in urban centers."

All this in addition to the fact that many schools in the South are supported by donations which during these hard times have fallen to such an extent that most of these institutions are on the verge of collapse. All of this unequality shows clearly the disadvantage of segregated schools.

BISHOP THIRKIELD'S PLEA.

Commenting on the serious situation as related to the training of Negroes for the Christian ministry, Bishop Wilbur Thirkield, Gammon Theological Seminary's first president, who later became the head of Howard University, writes in a letter to The New York Age:

> It is amazing to read in the recent report of the General Education Board that since 1902 a total of more than thirty millions have been spent in advancing Negro education. Even during 1931—32, in spite of financial stress, $1,416,293 was appropriated for the advancement of Negro institutions. Of these vast sums *** practically nothing has been given for the training of Negro ministers. ** After fifty years of identification with the religious and educational life of the Negro race, I have the deep conviction that adequate equipment of training schools for the ministry is an imperative need of the be maintained.

It is pointed out by Bishop Thirkield that Gammon Seminary is the only institution in the country that has considerable endowment, the principal of which has been held practically intact for fifty years. However, during the last three years the income has been seriously cut through lack of interest payment and foreclosures of mortgages.

Bishop Thirkield visions a Baptist theological seminary in Atlanta and possibly correlated with Gammon. In discussing the subject in a recent magazine article he referred to the fact that the Baptist Church, with its millions of members cannot boast of a single even moderately well-equipped and endowed theological school in the Southland, it is his belief that the outstanding opportunity for an investment that would uplift and broaden the Negro church for one-hundred years is offered in Atlanta in the equipment and endowment of a central Baptist theological school.

The need of a trained Negro ministry has been a theme for much discussion in recent years. It is one of the requisites emphasized by Mays and Nicholson in their documented study of "The Negro Church." Bishop Thirkield quotes Bishop E. W. Jones of the A. M .E Church as admitting that there is a drift, not from the Negro church as such, or because it is a Negro church, but from ignorant preachers who will not improve thmselves by study, reading, prayer and meditation, and who believe in the "old time religion" because they do not know that Christianity is advancing and eternally unfolding.

Bishop Thirkfield's plea for additional facilities for the training of Negroes who go into the ministry is timely and should awaken an active interest among churchgoers. The Negro church has a larger and more attentive audience than any other medium within the race. The importance of and the imperative demand for more educated spiritua leaders cannot be too vigorously urged There can be no denying that if the church is to attract young men and women coming out of high schools and colleges preachers of the gospel will have to appeal more to their mentality than to their emotions.

Federal Aid for Negro Schooling in the South Urged by Columbia Professor After Survey

(From the New York Times)

The only adequate solution of Negro education in the South depends upon a complete program of Federal aid, according to Professor Mabel Carney of Teachers College, Columbia University, who has completed a survey of educational conditions in Southern States.

Declaring that the South, due to its low per capita wealth, is not entirely to blame for the "unfair" conditions which prevail in its educational system, Professor Carney pointed out that the educational opportunity of Negro children, measured by expenditure, ranges from about one-half to one-ninth of that for white children in nine out of eleven Southern States.

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"For the United States as a whole the per capita wealth in 1930 was $3,008. For the North and West, or non-South, it was $3,609. But for the South it was only $1,785.

"From this it is evident that the only adequate solution of the Negro education problem must come through Federal aid under which all parts of the country would share more equitably in this large responsibility."

Professor Carney's survey showed that the rate of illiteracy in Negro population was 16.3 per cent, as compared with 1.5 per cent for native white population and 9.9 per cent for foreign-born.

Belton, S. C. News
October 19, 1933

PRACTICAL EDUCATION FOR COLORED PEOPLE

The following extract from a speech delivered before a group of business men of Belton Monday night by A. C. Curtright, principal of the colored school here, shows that he has a grasp of the educational needs and problems of his race that only may be arrived at by much study and observation:

"Education should help people to live successfully the kind of life they have to live in the place they have to live it." Miseducation makes for misfits in society, for while not preparing people for the type of work and life which their aptitudes make them fitted and in which they might lead satisfying lives, it causes them to desire the unattainable, and thus causes unrest.

But what kind of life are our people living in the Belton communiuty, Anderson county, South Carolina? What occupations are they following? What can the school do to lead the people to catch a vision of a finer community life, a better type of citizen, more honest and more lawabiding, more co-operative and more progressive? Only by anticipating the needs of the people in a changing civilization and by helping them to solve their ever changing problems will the school fulfill its purpose. There can be nothing static, then about the school. With every change, however, the fundamental human values must be conserved and fundamental character traits made habitual

While our school may not be able to give the technical knowledge and skills needed for each kind of occupation in the community, it should know, however, what these occupations are, what they demand in preparation, relation of supply to demand, and then try to adjust its program so that it will serve to make better and more efficient citizens and workers. Our school, we feel, can render its most effective service by helping its pupils to form habits of industry, trustworthiness, initiative, punctuality, etc., which habits will be valuable assets whatever work they may do. If it is to accomplish this task, the whole community will need to co-operate in the education of its children. This, it seems to me, can be easily done and the community stimulated to strive for higher and better things. Such a program is surely worth a trial, and we invite your co-operation and constructive criticism."

Painting the house wouldn't be such a big job if all the neighbors didn't want to know just why you picked out such a color.

Education—1933

Discussions.

EDUCATION SEEN AS ONE RACE PROBLEM SOLUTION

NEW YORK.—Crimes of violence which are the result of racial prejudice can be effectively cured by the education of children to toleration of custom, creed and color other than their own, according to Prof. Harvey W. Zorbaugh (white), director of the clinic for gifted children of the school of education of New York university.

Dr. Zorbaugh described a recent study carried on at the school of education by Dr. Paul W. Schlorff which definitely proved that education can reduce racial prejudice and create in white children a more appreciative and tolerant attitude toward the Race man.

"Periodic lynchings," said Dr. Zorbaugh, "such as the lamentable incident at Princess Anne, Md., should by this time have taught us that race friction cannot be controlled by legislation and public opinion alone.

"Dr. Schlorff asked 425 high school students in Hoboken, N. J., to indicate, on an experimentally constructed scale of 'social distance,' the extent of intimacy to which they would admit individuals of the 20 foreign nationalities making up the bulk of the population of that city," Prof. Zorbaugh said. "The Negro was included in this list of nationalities. The high school students were themselves largely of foreign extraction—Italian, Jewish, German and Irish.

"The scale of social distance was represented by various degrees of personal relationship, ranging from 'your chum' through 'a member of your club' and 'a neighbor in the same house or block' to 'a person you would exclude from your country,' which, it had been experimentally determined, represented to this group of children varying degrees of intimacy. The relationships had a scale value, ranging between 5.37 for 'your chum' and 0.00 for 'a person you would exclude from your country.'

"The children were then asked to indicate to what personal relationships they would admit various races and nationalities. A scale was thus obtained for each nationality, representing the resistance to intimacy or 'prejudice,' the children held toward that race or nationality.

"The Irish led in this test with a score of 4.34. Other scores included English, 4.10; German, 3.89; French, 3.28; American Indian, 2.05, and Russian, 1.45. The Negro had a score of .97, indicating that while the children would admit him to citizenship in this country, they would exclude him from all more intimate contacts.

GROUPS EXCLUDED FOR EXPERIMENT

"Experimental and control groups were then selected. The experimental group, organized as a class in civics, was familiarized with the history of the American Negro—his African origin and customs, his transportation to America through the slave trade, the period of slavery, his liberation and difficulties in adjusting himself to freedom, and finally his contribution to American literature, art, music, science and education. They were also familiarized with the life stories of great Negro men and women.

"The control group was also organized as a civics class, but was given only the regular course of study.

"At the end of the semester of study the two groups were asked again to score the list of races and nationalities against the social distance. While the scores assigned to the groups were identical at the beginning of the experiment, they varied widely at its end. The score assigned the Negro by the group which had not been familiarized with his history and cultural contributions remained the same. The experimental group, however, assigned him a score of 2.20, more than twice the score of .97 assigned him in the beginning, indicating a very considerable breaking down of prejudice.

"Dr. Schlorff inferred that the change in rating was the direct effect of the curriculum to which the experimental class had been exposed. Careful investigation determined that neither the community nor the pupils had undergone any unusual experience during the time of the study to which the change might be attributed.

"An unusual effect of the study on the background of the Negro by the experimental group was a general raising of the score of virtually all the ratings. A similar change of attitude did not take place in the control group.

"There is, of course, a difference between what we say we will do and actually will do, between opinion and action."

A NEW STEP IN NEGRO EDUCATION

By CARTER G. WOODSON

Of Washington, D. C., Editor of the Journal of Negro History, and author of "The Negro in Our History," "The Miseducation of the Negro" and "The Negro Professional Man."

In spite of the entertaining musical festival, the profitable evening with Negro poets, and the striking exhibit of Negro Art in connection with the annual meeting of the Association for the Study of Negro Life and History, recently held in Washington, D. C., the most important result came out of the conference of modern language teachers.

An entire session was devoted to the addresses of Professor V. B. Spratlin, of Howard University, and Prof. W. Napoleon Rivers, of the Agricultural and Technical College of Greensboro, N. C., and to the general discussion opened by Prof. John F. Matheus of West Virginia State College.

These discourses showed very clearly the dereliction of Negro teachers of modern languages in permitting the whole task of textbook writing to be monopolized by others. While these speakers did not emphasize unduly the lack of fairmindedness on the part of editors of modern language texts they did not fail to show the unusual opportunity awaiting the Negro modern language instructor. The Negro teacher must think and advance his own thought. He has too long restricted himself to popularizing the thought of others.

Modern language texts which are used in Negro schools either ignore the race altogether or hold it up to ridicule. This is unnecessary for the reason that in most Negro schools where modern language is being taught the teachers themselves have the right to choose their own textbooks. To neglect such an opportunity, then, is a dereliction for which this corps must be blamed. They can select for annotation and adaptation to schoolroom use works of standard authors who have treated the Negro as a human being and at the same time measure up to the standard of the best literature of the world. Among these were Pierre Loti, Voltaire, Lamartine, and Victor Hugo.

As Dr. W. Napoleon Rivers at this conference pointed out, even though it may be true that some authors of the modern language texts now in use have proceeded with their task without bias they are occupying in the mind of the Negro the sphere which the Negro himself should preempt. Instead of assisting such authors in the extension of the use of works which bear especially upon the history and status of other people the Negro should edit and make use of those which do this very thing for his own race.

One of the speakers, however, took occasion to observe not only the bias of certain authors in the selection of modern language texts but their unscientific treatment of modern European literature from the point of view of the warped minds of most Americans. Some of these biased editors have not only carefully selected those books in which the Negro is not mentioned except to be condemned, but have tried to belittle and disparage the record of certain Europeans of African blood recognized as great figures in European literatures. Juan Latino is ignored or brushed aside, Pushkin is belittled as the father of Russian poetry, and Alexander Dumas is branded as an unintelligent writer. These falsehooods permeate many of the extensively used books in schools and colleges where Negroes are trained in the history of modern European literature. Taught by others to despise his own, the Negro thus trained either loses courage or despairs of the future of his people.

Getting beyond the point of mere talk, these gentlemen at the conference in Washington decided to organize among themselves a circle of modern language teachers who will take more seriously the duty at hand. They are making use of the large collection of European books, French in particular, recently brought over from Europe by Carter G. Woodson. They examined most of the works thus made available and decided upon a series of texts in the French language. The first two productions which will appear will be "Le Chevalier de St. Georges" by Roger de Beauvoir and "Georges" by Alexander Dumas. Negro students of French, then, will not only learn this foreign language and literature but they will have increased stimulus in studying the Negro in the European mind as revaled by these authors a century ago.

"Le Chevalier de Saint Georges" appeared in 1838. This character was a native of the West Indies transplanted to Europe for education. There he soon demonstrated that he was a man of unusual intellect with special aptitude for music. In this field he was thoroughly educated. He developed rapidly as a musician and attained the position of assistant director of the orchestra of the Opera in Paris. He was remembered as an outstanding character of his day and a distinguished man of Europe.

Of Alexander Dumas we have heard much in this country, but few have undertaken to see the man as he really was. Unlike most men of Negro blood who attain distinction in a foreign land, he never lost sight of his beginnings. In 1848 not long after Mary had written a book presenting the Negro only as supernumerary and after Frederic Soulie had justified the maintenance of slavery Dumas produced "Georges." In this there is a story of a struggle and victory of a Negro against race prejudice. Perusing it, then, the Negro cannot fail to find hope that in spite of the clouds which overshadow him today he will triumph over his difficulties and come into the enjoyment of the blessings of modern civilization.

These gentlemen, moreover, will not mereely edit these books and have them printed, for "of the making of books there is no end." These scholars of the new thought constituted themselves a committee to solicit the support of Negro teachers of modern languages throughout the United States in an effort to extend the circulation of this literature wherever serious thought is being given to the education of the Negro. Four outstanding Negro colleges have already filed advance orders for these productions. They consider this a timely step, and instead of censuring somebody else because it had not been done they rather take the censure upon themselves

EDUCATION OF NEGRO STUDIED DURING YEAR

Four Surveys Reveal Differences In Opportunities

WASHINGTON, D. C. — Four surveys dealing with the education of colored persons were undertaken and completed by the Office of Education during the year, according to the annual report of Harold L. Ickes, secretary of the Interior, for the fiscal year ended June 30 last, made public last week.

Two of these projects were carried on as part of the National Surveys of Secondary Education and of Teacher Education made by the Office of Education.

They were special studies of secondary education among colored persons and of the education of colored teachers, and were made as integral parts of the respective surveys. ach will be issued as a special memograph on the respective series.

Deal With Jeanes Teachers

The two other comprehensive studies undertaken during the year deal with the education of colored children in schools under the Jeanes supervisors in certain representative rural districts of the South, and a background study of colored college students.

The report states that another study under way is an investigation of the availability and accessibility of schools and the quality of education furnished to colored children in rural communities.

This investigation is described as an intensive study of educational conditions in representative counties in six states, selected as reasonably typical of social and economic situations among colored persons in the South.

"The findings of these studies in the elementary school field," according to the report, "add evidence to the lack of availability of schools to Negroes; inadequacy in the quantity and quality of education offered in terms of curricula, equipment, term length, modern methods and procedures; inadequacy in the training of teachers; disparities between educational opportunities for children in rural as compared with those in other localities; disproportion between the salaries of Negro and white teachers; lack of relationship between the teacher-education programs of Negro colleges and the practical needs of the schools."

Telegram
WORCESTER
MASSACHUSETTS

NOV 9 1933

NEGRO EDUCATION

Schools in South Declared to Be In Need of Help

To the Editor of the Telegram:

During Education week, it is pertinent to inquire: How is the depression affecting Negro education? In 1930, according to reports of state superintendents of education, there were in the 16 former slave states, Oklahoma and the District of Columbia, 3,326,482 Negro children of school age. Of these, 2,289,389, or 68.8 per cent were enrolled. In other words, 1,037,093 Negro children were not enrolled before the depression, and 75.2 per cent of those enrolled were below the fifth grade. When is added the further fact that the average length of Negro rural school term is three months, Negro school teachers poorly equipped, school books and instructural supplies very meagre, and in many cases the schoolhouse itself some old country church building, it becomes clear that even under normal conditions almost one-half of Negro children were denied the opportunities of the "little red schoolhouse" of American tradition. It should be emphasized also that these figures apply to the rural South where exists a dual public school system and where, because of lack of bus or other means of transportation, the Negro children oftentimes walk two and three miles to and from school.

What is the situation today? In some states, nearly 80 per cent of the elementary and secondary schools are closed. State Supt. Harmon of Alabama says, "As far as education is concerned, we are facing the worst situation that has confronted us since the Reconstruction period." Superintendent Collins of Georgia states: "Our situation in Georgia is really serious. The state owes the public school systems more than $2,500,000." Similar conditions obtain in other Southern states.

The simple arithmetic of the problem may be read in the figures just given out by the joint commission on the emergency in education. This commission estimates that 2016 rural schools in the entire United States failed to open this Fall because of lack of funds, and summarizes that rural children who are this year being entirely denied educational opportunities, or suffering seriously reduced school terms, total 1,025,300. While the joint commission's report does not list separately figures for white and black children, it may be safely said that at least half of the children affected are members of the disadvantaged Negro group.

Few Negro teachers of elementary, high school or college rank have been paid their entire salaries to date. In some communities, the schools are being kept open by teachers who are giving their services in exchange for board and keep furnished them by families of the communities who take turns in boarding them.

The very existence of higher institutions of learning for Negroes is being threatened. Their incomes have been drastically curtailed, and yet their responsibilities have increased. Students from areas where the local schools have closed or the school terms very much shortened crowd into the privately supported institutions where opportunities are more nearly adequate. These higher Negro institutions stand as lighthouses beside turbulent seas, or as monasteries during a period of rebirth. Within the walls of such institutions as Atlanta, in Georgia; Tuskegee, in Alabama; Fisk, in Tennessee; and Hampton, in Virginia, the flame that will illumine a very darkened area must be kept alive.

Now, more than ever, Negro schools in the South need the help of their friends, North and South, if they are to continue to sustain the morale of depressed and discouraged Negro people, and provide for them the spiritual and industrial leadership, so essentia to permanent economic recovery.

FRANK P. CHISHOLM,
Field Secretary
Tuskegee In[illegible]

Saybrook, Conn., Nov. 7.

SPRINGFIELD, MA[illegible]
REPUBLICAN

NOV 10 1933

NEGRO EDUCATION

Serious Curtailment of Facilities During the Depression

To the Editor of The Republican:—

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FRANK P. CHISHOLM,
Field Secretary.

Saybrook, Ct., November 7, 1933.

Education - 1933

Discussion

N. Y. HERALD

MAY 23 1933

Fascist Specter Seen Stalking U. S. Education

Association Head Warns Amherst Meeting of Cry Against Free Schooling

Harlem Plan Discussed

Rural Teaching Methods Are Outlined at Session

Special to the Herald Tribune

AMHERST, Mass., May 22.—Morse, A. Cartwright, director of the American Association for Adult Education, sounded a warning against the introduction of Fascist principles into the American education system in his annual report at the opening session of the association here today.

He applauded the spirit of the American people in accepting the "unparalleled transfer of democratic rights and privileges to the executive arm of the government as an emergency measure." Pointing out that "it is inevitable that changes in our political practices, even though temporary in nature, should have an immediate effect upon our educational procedures, Mr. Cartwright declared that the introduction into the educational structure of principles definitely Fascist in nature is already taking place." He expressed regret that "we are already hearing the cry among supposedly enlightened people that 'too many are being educated' and that 'our economic structure cannot stand the expense of free education for all.'"

Ray Stannard Baker, biographer of Woodrow Wilson, welcomed the association this morning.

Benson Y. Landis, chairman of the committee of rural adult education of the association, gave a summary of the activity of this committee.

"More people are living on the farms of the United Stat[illegible] than ever before," he declared. [illegible]urthermore, between 1920 and 1930 our rural nonfarm population gained at a rate more rapidly than that of the nation as a whole."

Edmund De S. Brunner, professor of education at Teachers College, Columbia University, discussed "the significance of the American village for the adult education movement."

C. B. Smith, assistant director of extension work in the United States Department of Agriculture, discussed the spread of new methods among the rural population. "About 35 per cent of the improved farm and home practices undertaken by farmers and their families," he said, "is based primarily on what they hear, 23 per cent primarily on what they see, 19 per cent on what they read and 23 per cent on a system of direct contact of one farmer or farm woman with another, generally known as the grapevine process."

Dr. Alain Locke, professor of philosophy at Howard University, spoke of the Harlem project in adult education. "Special emphasis must eventually be placed," he said, "both on the formal and the informal agencies of education for the Negro, to stimulate dormant interests and to change apathy into active interest and demand for participation."

Everett D. Martin, director of People's Institute, was the presiding officer tonight, when the public school and adult education were discussed.

CHARLESTON, S. C.
NEWS

MAY 10 1933

Your State High School System

The president of the University of South Carolina, Dr. Leonard Baker, is quoted as saying that about 200 students are dropped from his institution each year for failure in their studies.

The University enrolls about 1,600 or 1,700 each year (lately), but of these five or six hundred are post graduatees and special students, persons of mature age. The number of undergraduates seeking degrees of one kind and another is guessed at not more than 1,200. Those dropped for failure in studies come nearly altogether out of the 1,200.

How did they get among the 1,200? They had the required "units" for admission. They had certificates from "accredited high schools."

In other words, about 200 boys and girls who have finished the eleventh grade cannot stand the strain of the freshman and the sophomore classes.

The high school eexaminations are supposed to be tests in algebra, geometry, English, Latin and most of the tough subjects. A student who has mastered them should have a mental muscularity and endurance progressively to master anything offering in future.

What is the inference from the failure of about one-sixth of the youngsters to prepare for college and high schools? The failures of students from some of the high schools are relatively uncommon. The high schools in the cities generally require tolerable work and apply impartially somewhat severe tests.

In numerous high schools the tests mean ltitle, the certificates, however they indicate the completion of the same courses of study by no means proving that the results obtained by all the schools in preparing youths for college are uniform.

The News and Courier accepts Dr. Baker's statement as evidence nearly conclusive of its own iterated statement that the people are deceiving themselves about these state-aided high schools. They may teach boys and girls something but as a state-wide system of college preparatory schools they are a sham. One is first rate and another is fourth rate.

Somebody is fooling all the people of South Carolina about state-aided high schools all of the time and our whole fabric of education so-called. Because The News and Courier speaks out insolently about these things it is held to be an enemy of "education."

Is Dr. Baker an enemy of education when he exposes the fact that 200 students in his University fail in their studies each year?

Why don't they go after Baker for telling the unvarnished and ugly truth?

Is not the cat that he lets out of the bag embarrassing to the whole argument for the retention of state-aided high schools in South Carolina?

Is he not proving that his institution should admit no student without examination? He is throwing the fat into the fire.

Still, we have 36,000 white people in South Carolina who are illiterate. Illiteracy is being reduced at about twice the rate in percentage among negroes as among whites.

Between 1920 and 1930 the number of white illiterates in South Carolina decreased by 2,500, of negroes by 25,000.

There is your school system.

There is your 6-0-1 law.

That is what you are getting and your deficits besides.

And about 200 "students", most of whom have finished eleven grades in your state-aided high schools, drop out of one of your colleges every year because they can't keep up with their classes.

At least one healthy conclusion can be drawn: the University is not letting down its standards altogether to save incompetent students from the humiliation of failure.

Nashville Banner
Nashville, Tenn.
7-7-33

INTER-RACIAL CHAUTAUQUA CLOSES FOR THIS YEAR

Sessions Held at A. & I. State College—Officers Re-elected

Honorable Willard Fargoe Bond for 17 years State Superintendent of Education of Mississippi, was the principal speaker on the first day of a two days Interracial Chautauqua held at A. and I. State College, June 27-28, under the auspices of the History Department.

In discussing the subject, "My Problem of Educating the Negro in Mississippi," Honorable Bond outlined the recent program put into effect in the State for the education of the one million Negroes in Mississippi.

"We believe that we have started a program of Negro Education in Mississippi approved by the whites and appreciated by the Negroes that will give every Negro boy and girl a chance to be a good citizen," said Mr. Bond.

Through the building of schools, consolidation and super-consolidation and the aid of Rosenwald philanthropy, together with the Institutes conducted throughout the State, and local cooperation of church, school and home and literature indicating the advancement made in each county, the work of educating the Negro has progressed.

Open forum was conducted by Prof. W. J. Hale, Jr. Spirituals were led by Prof. Kurtys L. Clay of the State College.

Dr. Ullin W. Leavelle of the department of Education, George Peabody College, delivered the principal address on the second day of the Chautauqua. Speaking from the subject, "The Kind of Education the Negro Should Have for this Civilization," Dr. Leavelle declared that all normal children have potentialities which may be developed so as to render the highest possible social good to the community. Dr. Leavelle was speaking on the History Study Club series on Negro Education and Interracial Relationships. He was introduced by Mr. G. W. Gore, Jr., Director of Instruction of State College. The speaker especially stressed the fact that every boy and every girl in America should be given the best possible type of education to fit himself or herself into the community which he or she is a part.

Mr. Irving Shannon reported his findings as a result of three years' study of "Teaching of Negro Life and Literature in Negro Colleges in America." Question Box Periods were led by Prof. Will J. Hale, Jr., and Mr. Marquis Griffin.

Augusta, Ga., Herald
Saturday, July 22, 1933

L—K—S

—AN OPPORTUNITY TO WORK—

I ONCE HEARD a doctor say that you never heard of a strange disease or an unusual cure, something that you had seldom heard of before, but that within a few weeks you heard of it from several quarters of the globe.

Well, it isn't just about diseases and cures that it happens. Earlier in the year the Methodists celebrated the fiftieth anniversary of Payne College, for Negroes. Last week the Episcopal churches in this city heard of the schools in the South that were being conducted for this same race by their church, and in Augusta many prominent citizens have expressed their approval of the fact that in the building program of the Board of Education the negro population was being cared for. All of which looks as though the town had become conscious of the education of the Negro race.

Well, I have no quarrel on the subject. While I am not strong on higher education for anyone except the exceptional few who are capable of making good use of it, I am a great believer in a grammar school education for everyone capable of taking it.

But I am making a plea for something for the Negro at present that is a long way removed from education. I am asking for him a chance to earn his daily bread. Every social worker, every church organization knows what the present situation is in Augusta. If you ask Mr. John Phinizy, of the emergency committee or any worker of the Family Welfare they will tell you that the unemployed Negro is a far greater problem at present than the unemployed white person. Our mills are running and in that way quite a few of our people have work. But only Riverside uses Negro labor, for reasons that are perfectly good, but too long to go into here. Most of the city labor is performed by white men and the largest field for Negro labor, domestic service, is much reduced since many families have been forced to curtail the number of servants employed and in many cases have done away with them altogether.

This means that the number of colored people on the lists of the charitable organizations of this city has increased greatly, as savings have been used up, where they existed. For many reasons this is bad, first because it is a big drain on the pocket books of the organizations as well as on charitable individuals, but most important of all is the effect on the colored man himself.

A dependent race, made so by generations of slavery, the race has striven to become more and more independent. It has been encouraged in these efforts by the best element of the white race as well as by their own leaders. The Negro population is so large here that unless encouraged to stand on its own feet, it can become a terrible load on the whole community. Out of the numbers of self respecting Negroes forced to accept charity for the first time there will be a percentage, and probably a large one, that will lapse into a state of permanent dependence. This is something to be avoided wherever possible, since it will undo the work of years.

It is a problem too big for the writer of this column to solve, but it has occurred to me that it would help the situation if, in these new Negro schools to be built, preference be given the Negro worker wherever he is capable of doing the work required. If the building committee of the Board of Education, as well as the contractors who have been given the contracts or who shall be given future contracts for Negro schools, will work together on this matter I think much good could result. I know that it is a complicated problem but not more complicated than many others that we are being called upon to solve at present. I am not suggesting this as a matter of justice or as a matter of sentiment. I am suggesting it as a matter of common sense. There are entirely too many idle Negroes in this town at present. The number is out of proportion to the whites, I am told. On the other hand there are fewer of them begging from door to door and I have yet to see a Negro throw away food that was given, something all too common among the whites. It is particularly demoralizing for these Negroes to be idle and it would be very helpful to the situation if they could be given as many jobs on the Negro schools as possible.

The Emergency In Negro Education

Because of the deficiencies which existed in the education of the Negro before the depression, the meager facilities existing in his schools, the lack of support now received, and the narrow margin upon which they operate, drastic cuts cannot be made without doing irreparable damage. This was set forth today in a statement prepared by Dr. Ambrose Caliver, senior specialist in the education of Negroe s, Federal office of education, for the joint commission on the emergency in education which met in Chicago last week. The following is the full text of the statement presented to the commisison of which Dr. Caliver is a member:

The joint commission on the emergency in education is respectfully requested to give special consideration to the educational condition among Negroes resulting from the present economic depression. This special solicitude is made necessary by the fact that the Negro is perhaps the most under-privileged minority group in the nation, being disadvantaged with respect to social and economic development as well as with reference to educational progress.

Great advancement has been made in Negro education, especially since the World War. In some places and at certain levels the rate of progress has been astonishing. However, despite the tremendous gains which have been made in recent years, the education of the colored race still lags far behind that for the country as a whole, and for the whites in those States having separate schools for the two races. And there is grave danger that the chasm will become even wider than it is at present.

Because of the deficiencies which existed in the education of the Negro before the depression, the meager facilities existing in his schools, the lack of support now received, and the narrow margin upon which they operate, drastic cuts cannot be made without doing irreparable damage. In many localities where reductions are made it means that the schools for white children still have sufficient facilities left to provide a fairly good minimum program of education, but proportional cuts in schools for Negroes would frequently mean the abolishment of all facilities in some essential fields of activity. This is particularly true in such fields as vocational education, health and physical education, music and art.

The following facts will illustrate the present plight of Negro education. They are discussed in light of five means being employed, according to a recent investigation, to effect major economies in school expenditures for Negroes:

1. Shortening the school term.—Already the average term in schools for Negroes is only four-fifths as long as that for whites. Negro children with all their social and economic handicaps, are expected to accomplish the same tasks in 80 per cent of the time required for white children. As Booker Washington once said, this is paying a high compliment to the native intelligence of the Negro. The shortness of the school term is partially reflected in the excessive retardation of Negro children. A recent study of Negro children in rural communities showed that two-thirds were retarded.

2. Increase in class size.—In 1929-30 the class-size in Negro schools was on the average 50 per cent greater than that for the white schools in the same States.

3. Abandoning of schools.—Because of the scarcity of schools and the lack of transportation facilities, Negro elementary pupils are already greatly handicapped. Of 44,000 Negro children studied in 1930, 17 per cent lived three miles or more from their schools. A similar study of white children showed only [illegible] per cent living three miles or more from their schools. Thirty-nine per cent of the Negro elementary school children lived two miles or more from the schools they attended. Only 1 per cent of the 44,000 pupils studied were transported at public expense. According to the 1929-30 report of a state superintendent for that year the sum of $1,[illegible] was spent for the transportation of white pupils, while for the transportation of colored pupils $[illegible] was spent.

In 1930, according to the state report, there was 230 counties in 15 Southern States having a Negro population constituting one-eighth or more of the total population, which had no high school facilities at all for Negroes. There were 159,000 Negro children of high school age in these counties. An additional 195 counties with the same proportion of Negroes had no four-year high schools for colored children. There were 197,000 Negro children of high school age in these counties.

When abandonment of schools for Negroes is contemplated it should be remembered that already more than one million (or one-third) of the Negro boys and girls of school age are out of school.

4. Reduction of teaching force.—In order to make the pupil-teacher ratio of Negroes equal to that of the whites in the same States, on the basis of 1930-31 figures, 17,000 additional Negro elementary teachers would be required, and in order to equalize the ratios of Negro high school teachers to Negro children of high school age, 13,000 more Negro high school teachers would be required than were then employed.

5. Reduction in salaries.—The average annual salary of rural white teachers in 1930 was $945, for colored teachers it was $388. In some rural communities colored teachers received as little as $200 per year. Nearly as great divergencies exist between the salaries of colored and white teachers at the high school level and in urban centers. It is clear that persons who are already living on so narrow a subsistence margin cannot receive as deep salary cuts as others with a wider margin without serious impairment of health and efficiency.

Finally, a changed attitude in comparison to that exhibited toward the Negro during the period of slavery is becoming increasingly apparent—more and more he is being held to the same standards exacted of the white citizen. This means that the gap which exists between the Negro youth and the trained Negro adult, who is expected to participate effectively in the work-a-day world, is greater than that existing between the white youth and the trained white adult for the reason that the educational facilities provided to bridge this gap, as pointed out earlier, are more meager for the Negro and have lagged farther behind the requirements of modern life.

It is obvious, therefore, that a further diminution of educational facilities of this group would handicap them far in excess of the handicaps placed upon other children and would hazard the possibilities of their participation in our future society with a degree of efficiency commensurate with the demands. Therefore, through the joint commission on the emergency in education, the attention of the country is called to the fact that serious consideration should be given to the past and present inadequacies in the educational facilities for Negroes before further retrenchments are made.

Negro Education Topic Of G. S. C. W. Students

MILLEDGEVILLE, Ga., July 21.—The class in history of education at the Georgia State College for Women, taught by Miss Ruth Stone, as a regular class project put on Wednesday a program on negro education, at which time much interest was manifested in this important subject. Sixteen students took the principal parts. They were assisted by other members of the class.

Their aim, as stated, was "to promote a more intelligent understanding of race relations; to show the contribution of the colored race to art, literature, history and citizenship; to show how education aids in inter-racial co-operation."

Atlanta Const. 7-22-33

Education - 1933

Discussion -

Candidates For Common Pleas Court Are Questioned On Educational Problems

Philadelphia Tribune
7-20-33.
Philadelphia, Pa.

John Marquess in Suggesting The Tribune Sponsor Questionnaires Says "A Protest Might Express Itself in Bloodshed"

HOW JUDGES FEEL TOWARD NEGROES

By EDGAR W. ROSTSER

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LOUISVILLE, KY.
COURIER JOURNAL
DEC 1 1933

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Education - 1933

Discussion -

Candidates For Common Pleas Court Are Questioned On Educational Problems

Philadelphia Tribune

7-20-33.

Philadelphia, Pa.

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Education-1933

Discussion-

ABERDEEN, S. D.
AMERICAN

NOV 22 1933

EDUCATE THE NEGRO

THOSE WHO have taken the trouble to investigate agree that the solution to the crime problem among American Negroes is education.

The United States has never provided adequate educational facilities for Negro children, particularly those residing south of the Mason-Dixon line.

A recent survey reveals that more than a million Negro children are not attending school even though practically every southern state has compulsory attendance laws on their statute books.

Even those who avail themselves of the educational opportunities offered are handicapped by poor, inadequate systems.

Rural schools are so scattered that half the Negro population lives an average distance of two or three miles away.

Terms are short and teachers of poor quality. The average salary of an instructor is $400 per year. They are burdened down with an excess number of students which makes it impossible to do little more than "herd" them during school hours.

Approximately 40 per cent of Negro rural schools have no desks, merely providing benches for seating. Ordinary stoves are used in more than half the buildings and a few do not even boast the vital and necessary blackboard.

America can never hope to raise the moral and mental standard of the Negro as long as such conditions exist.

Apparently those in charge of education in the south consider money spent training the Negro is wasted.

However, if one could balance the expense of crime and loss of money through lack of individual enterprise it would probably far exceed the cost of an up-to-date school system.

Such a condition constitutes a menace to the entire nation. For Negroes, steeped in superstition and ignorance, roving here and there, are social problems wherever they go.

And the same holds true with any individual whether he be black, white, yellow or red.

There must be universal education if we expect to reduce crime to the minimum.

Statistics from penal institutions throughout the nation show that the great block of inmates have little or no education. A large per cent are illiterate.

Only a small fraction have had the advantages of higher education.

Educators and law enforcement officers must work hand in hand to solve America's crime problem.

Education-1933

Discussions

ROCKY MOUNT, N. C.
TELEGRAM

MAY 23 1933

The State And Colored Education

The National Association for the Advancement of Colored people proposes to carry its case to force North Carolina to provide ample educational opportunities for colored youth to the highest courts. A test case was started in Durham Superior Court when an effort was made to force the University of North Carolina to admit a Negro youth to the School of Pharmacy. No provision is made in North Carolina maintained schools for training Negroes in this science, although the school at the University is regarded as one of the most advanced in the South.

The advantages of education for Negroes are clearly indicated. Locally leaders of the race are trained men. Their training not only fits them to lead their people but makes of them more valuable citizens. Their earning power is increased, they become property owners and, it follows, contributors to the support of the government. And, there is no sound argument for denying Negro youth fitted to profit from it the advantages of technical education. Certainly there is a broad field for them in the State.

However, the Association is squarely up against a difficult proposition. If the pending case is carefully handled, it will arouse little resentment and will result eventually in the institution of a broader system of higher education for Negroes in North Carolina. This can be the only goal for the Association. There could be no advtanges in stirring up resentment and prejudice, latent forces in North Carolina.

There is a decided sympthy in this State with the move to provide the facilities of higher education for Negro youth and that day is not far distant when such facilities doubtless will be made available. If the Association aims at this one goal, well and good. If the Association permits the movement to become involved, achievement will be delayed if not entirely lost for this generation. The chief argument, as we see it, is that North Carolina gains by encouraging and making possible the education of Negroes in the State.

Raleigh, N. C.
May 23, 1933

ASKS EQUALITY IN NEGRO EDUCATION

T28

Negro Organization Spokesman Says Battle for Equality to Be Pressed

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He reviewed circumstances attendant upon efforts of a young Negro student to gain admission to the School of Pharmacy of the University of North Carolina by means of a writ of mandamus, which was denied in Durham Superior Court by Judge M. V. Barnhill.

"We are going to continue with this suit and we're going to continue to bring such suits until the educational inequalities burdened upon the qualified Negro in North Carolina are eliminated," asserted White, who has gained note for his novels of realistic themes depicting the Negro's plight in the social and economic scene.

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Teachers' Salaries.

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Raleigh 11-27-33

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The Depression And Negro Education

While education generally has suffered during the depression, its effects on Negro education have been particularly severe. That is because Negro education had so little to lose that any loss was intensely hurtful. Dr. Ambrose Caliver, senior specialist in the education of Negroes for the United States Office of Education, in an interview in The Washington Star, illustrates the matter in this way: "Where a man has the bare necessities of life and you take a quarter of what he has away from him you are striking him a far harder blow than when you take away a fourth of the goods of the man who has plenty." In other words, as The Star says editorially in commenting on Dr. Caliver's statement, "the loss of a little when that little represents all is harder to bear than the loss of a fraction of the whole."

Negro education was far behind the progress of education in general at best. Most of its gains, Dr. Caliver says, have been made since the World War. They were not great gains, in so far as progress toward a reasonably attainable goal is concerned, but they were gains and they represented a relatively large improvement over conditions which previously obtained. Now it is feared that the curtailment of funds for the support of the Negro schools will wipe out the gains that have been made.

In its comment The Star says:

> The figures which Dr. Caliver cites to indicate the extent of loss in physical support of colored schools represent only a part of what this loss really means. Advanced leaders, such as those represented in the recent meeting in Washington of the Association for the Study of Negro Life and History, have emphasized their belief that an important part of facilitating and assisting the advancement of the colored race lies in the field of cultural development, teaching the Negro the history of his background and aiding him in the practical utilization of qualities and characteristics which are part of his heritage. In the lopping of funds available for schools, both colored and white, the procedure has generally been to dispense with what the authorities conceive as the nonessentials, and in this "machine age" such things as music, art, physical training, health and vocational education have been the first to go, as they represent the most recent additions. This loss has been suffered along with the shortening of school terms, the abandonment of an appalling number of schools, the reduction of teaching personnel and, in many of the communities where the schools remain, large, unwieldy classes, where anything approaching personal instruction is out of the question.

The invitable result of the enforced retrenchments in Negro education, Dr. Caliver points out, is to retard the Negro's economic development, and by depriving him of the opportunity to work in their educational planning. No enlightened Southern leader fails to recognize the importance of Negro education to the development of this section, economically and otherwise. At the present time we are having a hard struggle to save our white schools. Let us not forget our Negro schools also must be saved.

out his own salvation, place him as a burden on the state. The responsibility for Negro education is one which mainly concerns the Southern states, where the Negro population is larger than elsewhere. It is a responsibility which the states of the South should not overlook, and cannot overlook if they are to serve their own best interests,

WHAT KNOWLEDGE IS OF MOST WORTH TO THE NEGRO

By Dr. Kelly Miller

Elbert Hubbard, of Philistine fame, used to say that most people are disappointed in marriage because they expect to get out of it more than there is in it. This aphorism applies on all fours to the so-called higher education, especially as applied to the Negro. In the good old days when religion and philanthropy dominated educational opinion, the higher learning was regarded as a talisman which would solve all problems —racial, social or economic. But disillusionment was the result of a generation of trial. Then came Booker T. Washington with his cocksure assurance that industrial training would prove the true solvent. But bitter experience teaches us that the problem grows apace despite all of our educational nostrums. Education—in all of its forms—has its own function and value. The race problem falls under an entirely different category. Although we may safely say that education can not solve the race problem, we may, at thes ame time, assert with equal certainty that the race problem can not be solved without education.

As outlined in my last release, we must await the formulation of an accepted ideology of the Negro's placement in the immediate or remote outcome of things before we can wisely adjust our educational programs. The Catholic Church adjusts its scholastic policy to the ultimate goal to which it strives. The Soviet government of Russia has reshaped the whole educational plan to the accomplishment of Soviet ideals. If Hitlerism is sufficiently long lived, it will do the same thing for Germany. A race, like an individual, can hope to make little permanent progress until it has made up its mind where it wants to go. Bunyan's Pilgrim's Progress consisted in advancement towards the Holy City to which he had set his face.

The education of the nation today is in a state of bewilderment. If the American people during the last few decades have been pressing towards any objective it has been that of the exploitation of material resources and the accumulation of wealth. Its chief intellectual powers have been bent in that direction—vast stores of wealth for the powerful few and creature comforts for the powerless many. Our educational ideals have been shaped to this end. That knowledge has been deemed of most worth which was exchangeable for the most money.

In light of its origin and development a liberal education was used in so far as making a livelihood was concerned. Its chief object was to discipline instruct, enlighten and entertain the mind. Astronomy is the most useless of all the sciences but one which yields the highest delight to the mind. A practically minded Hitler would banish Einstein from Germany. Relativity has nothing to do with his practical program for the restoration of Germany Pure knowledge is the forerunner of its incidental application to practical human demands. Building bridges and sky scrapers irks the genius of the pure mathematician. Making soap or explosives engages a minor part of the thought of the theoretical chemist. The thought precedes the things. From the Olympian point of view that form of knowledge is most useful which the common mind regards as most useless. But to the specialty of my theme.

President Thirkield and myself formulated as the ideal of Howard University the motto —"Veritas et utilitas"—truth and utility. But the exigencies of practical demands gives utility precedence over truth. The so-called higher education of the Negro reduces itself on practical analysis to the job objective Of the thousand or so Negroes who will be graduated next June with learned degrees, ninety-nine and one half per cent of them must needs earn their livelihood in the professions and practical pursuits of life with little latitude to invade the higher realms of knowledge. The Negro college and university are but preparatory and training schools. That form of knowledge proves to the Negro to be of most practical worth which most effectively fits him for the pursuit from which he derives his livelihood. Deplore this as much as we please, but grim necessity makes it all but inescapable.

Recently we have heard the voice of Abraham Flexner calling for emphasis on pure scholarship apart from its application to the professions, arts and craft. Will a metalic hearted age heed the voice of this educational philosopher? Or is it but another instance of a voice crying in the wilderness? Dr. Flexner would, if he could, force his theory of culture value without regard to race, creed or color.

In the midst of conflicting and confusing conditions, the helpless Negro will grasp at all forms of knowledge which are vouchsafed him. Aside from his besetting conditions that knowledge is of most worth to him which is of most worth to mankind in general.

NEW YORK TIMES

JUN 11 1933

In the Classroom and on the Campus

Co-Education in America Will Have Its Centenary Celebration This Week at Its Birthplace at Oberlin College.

By EUNICE BARNARD.

The college which perhaps first fully applied the American democratic ideal to higher education celebrates its centenary this week. When colleges in this country admitted men only and largely discriminated against Negroes, Oberlin opened its hand-hewn doors in the midst of the Ohio wilderness to all alike, without distinction as to sex, color or class.

A quarter century later its name was synonymous with the ideals of the Abolitionist movement. When certain members of its faculty were arrested for their part in it, The Ohio State Journal commented: "It would seem then that it is not so much a violation of the Fugitive Slave Law which is to be punished by the United States as the anti-slavery sentiment. * * * It is Oberlin which must be put down. It is freedom of thought which must be crushed out."

A similar free-thinking Oberlin displayed in the realm of college studies, honoring music and art in a day when they were still stepchildren in many a college curriculum. And it is perhaps testimony to the scope of that curriculum in another direction that Robert A. Millikan, who is the college's honored guest at this anniversary, received there his college training in science.

Today, carrying on its earlier tradition, Oberlin under the leadership of President Ernest H. Wilkins is among the college leaders in directing student interest toward international peace.

* * *

The Sectarian Schools.

Private, non-sectarian elementary schools often bulk large in educational thinking, but as a matter of statistical fact they take care of less than one-third of 1 per cent of the children of this country. Though a tenth of all our children —some 2,250,000—go to private schools, all but about 60,000 of these are in schools with some church or denominational connection. This is one of the outstanding facts in the first national survey of private elementary schools just completed by the United States Office of Education.

By and large, in other words, a private school child in this country is a sectarian school child, and, in the vast majority of cases, is a Roman Catholic school child.

Woman's New Birthright.

Have women college graduates been derelict in the use of their relatively new intellectual freedom? Speaking at the commencement exercises of Elmira College last week, Mrs. Dorothy Canfield Fisher charged that they have. Comparing women of the past to Negro slaves, she challenged the graduates of today to make new use of their modern birthright of higher education.

"Your own college," she said, "was founded in 1855, a pioneer in releasing women from this slavery, and yet less than a decade before the Negroes were freed. In the hands of every woman of us gathered here our elders placed the tools for creating fine and rich and civilized lives.

"I think perhaps it is nothing to regret that these elders have gone to their reward before they knew that so many of the girls before whom they placed these rich possibilities would grow up into women, a large majority of whom substitute for housework and embroidery and invalidism, not Plato and science and art, but golf and bridge and clothes. They could not but feel bitter.

"I am not indulging in anti-feminism. Men college graduates, by and large, are just as much to be congratulated that the male enthusiasts of universal free higher education are not now alive, listening to the conversations in country clubs and in the suburban smoking cars filled with the graduates of the colleges they so hopefully founded."

In one respect, in their continued zealous self-education for better parenthood, Mrs. Fisher held that women college graduates in two generations had bettered the far longer record of men graduates, in whom she discerned little survival of the desire to study beyond the college walls.

Education - 1933

Discussions.

PHILADELPHIA, PA
MORNING PUBLIC LEDGER

APR 9 1933

NEGRO EDUCATION IS STUDENT TOPIC

More Than 1000 From Every Section to Attend Three-Day Conference

MANY EDUCATORS INVITED

By JOSEPH V. BAKER

More than 1000 Negro and white students, from every section of the country, will meet at Columbia University, in New York, next Saturday for a three-day conference on "Negro Student Problems" and to discuss what effect the present program of retenchment has had upon student life in general.

While the conference will focus its attention mainly upon the difficulties facing the Negro student in schools and colleges in the United States, the meeting will by no means be dedicated solely to the threshing out of such problems, for, according to the committee calling the conference, white educators and students will bring before the meeting many of their own disadvantages.

The conference is sponsored by some of the Nation's outstanding white and Negro educational figures, as well as others high in other professions. Among them are Dr. Franz Boas, professor of anthropology, and George S. Counts, College of Education, Columbia University; Dr. Alain Locke, professor of philosophy, Howard University; E. Franklin Frazer, social science, Fisk University; Reinhold Niebuhr, professor of Christian ethics, Union Seminary; Countee Cullen and Roger N. Baldwin, director of the American Civil Liberties Union.

Chairman Announces Plan

In sounding the general note of the meeting, the chairman, Moran Weston, Union Seminary said:

"The conference will differ significantly from interracial conferences that have been held in the past in that the whole approach to the problem will be one of the student coworker and not as a liberal racial sympathizer."

The announcement of the conference was coincident with the publication of the annual report of the General Education Board, the organization through which the John D. Rockefellers, senior and junior, distribute their beneficences to educational projects. Covering the 1931-32 period, the report shows that despite a general decline in securities, the board appropriated $1,416,293 to Negro education.

The sum includes direct gifts to institutions for the promotion of programs of advancement, such as appropriations for buildings and grounds, fellowships and salaries for teachers and endowment donations. During the fiscal period thirty-four Negro colleges, universities and schools were helped by the board, the largest grant being $600,000 as an endowment fund for the maintenance of the new library at Atlanta University, the funds for the site and building of which the board had previously given.

Last year's gifts brought to total amount expended upon Negro education since 1902 to $32,593,712. And while this fact shows that the organization has dealt unstintingly all along, last year's activity brought about a new interest in the promotion of medical education within the group, a task which had been left largely to Howard University.

Medical College Aided

In this field the board gave lavishly to MeHarry Medical College, at Nashville, now classified as one of the leading medical schools of the South, and to the Flint-Goodrich Hospital, which is operating as an affiliate of the new Dillard University at New Orleans, the result of a merger of New Orleans University and Straight College, and which is headed by Dr. Will W. Alexander.

Through the aid given these two schools, advanced training in the fields of medicine and surgery has been taken into an area in which it is sorely needed, due to the facts that Negro students have no other sources for medical training in Southern sections and that Howard University's school of medicine, which has also received the board's aid, was becoming overcrowded.

Despite this work of the Rockefeller interests, however, leaders of the Columbia University conference point out that there is still much to be done, and that the first move is an understanding between Negro and white students. Philadelphia will be represented at the meeting by students from Temple University and the University of Pennsylvania, who will be headed by Arthur Huff Fauset, a member of the committee and principal of the Singerly Public School

A WHITE MAN'S VERSION

East Tennessee News

The serious perdicament in which the Negro racial group finds itself because of the enforced leadership confronting them as "white missionaries from the North" persist in holding on as heads of Negro educational institutions is further evidenced as the local daily press quotes statements made by President J. Kelly Giffen, of Knoxville College in an address delivered before the Knoxville Ministers' Association, composed of white pastors of the city. 4-6-33

Unless the motive of the promoter of the program arranging for an address by the young white college president was merely desirous of having his organization know just what President Giffen's views concerning the Negro are, it is not clear as to why, in times like these when racial lines are so distinctly drawn, a white man should be selected to acquaint other white men with conditions or attitudes pertaining to the Negro racial group. Knoxville

Anyway, even though there does exist a single person who is unacquainted with the fact that in our Southland, it is hardly possible to find a white man who is sufficiently allied with Negro activities to give a correct version of the Negro's attitude on any matters, it does seem as though an effort would be made to select an informer who has had more experience in contacts with Negroes and one who enjoys a greater degree of confidence than does the president of the local institution for the training of Negro youths. Press

There are many white men of fine calibre who have lived in the South, understand all of the citizens of the South and who enjoy the confidence, respect and esteem of the thrifty, and representative Negroes of their sections who are to a certain extent qualified to discuss attitudes and needs of the Negro, but it has been pleasingly noticeable to Negroes themselves that even these white Southern friends hesitate about discussing matters affecting Negroes themselves without first getting first-hand information from the intelligent leadership of the race. Now it is that the young college president who hails from the North and who knows just about as much concerning the Negro race as most of the insincere Yankees who exhibit an attitude of preferring to be a leader among Negroes rather than seeking out employment among their own race, arrogates to himself the important role of discussing "problems facing Negro College Men." But for the fact the situation presents such a serious aspect, it would be to laugh.

According to the report appearing in Monday's News-Sentinel following the address of President Giffen before the group of white ministers on Monday morning, he is quoted as saying:

Negro college graduates are facing the problem of what to do now that the professions such as teaching, medicine, and law are filled up.

It seems that they will have to go into the business world, and they are not trained for that, as well as being handicapped for business in many ways.

* * * * *between 2000 and 3000 Negroes were graduated with liberal arts degrees; 194 with masters degrees; seven with degrees of doctor of philosophy and between 200 and 300 with professional degrees last year.

Let us consider the statements of the inexperienced young college president's statements as to their correctness. As concerns the teaching profession, at first glance it does appear that that field is crowded, but when it is taken into consideration that President Giffen is at the head of an institution for the training of Negroes and surrounding him are more than a score of white men and women who occupy positions that should be held by some of these very same

Education - 1933

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Negro graduates who spent thousands of dollars to prepare themselves to teach and many of them are qualified in a manner far superior to President Giffen himself who took over the presidency of Knoxville College shortly after completing his course at a second rate school in the state of Ohio and has in recent months been going to school in Chicago university, the field of teaching will continue to be crowded and if such a condition prevails in many sections much longer, Negro teachers will be unable to find any employment whatsoever.

Further, who informed President Giffen that the medical and law professions are crowded as concerns the Negro racial group? President Mullowney, of Meharry Medical College at Nashville has expressed alarm recently over the scarcity of Negro dentists and the few members of the race who are taking advantage of the training which that fine institution offers. Hardly a week passes but that some Southern community leader does not announce through the Negro press a desire to have a well qualified Negro doctor take up his abode and pledges of support are coupled with the invitations that are yet standing because of the too few men of the profession available. As concerns law, Negro clients are at the mercy of indifferent lawyers of other races in many sections of our land because of the absence of lawyers of their own racial group, and this is true in sections where the courts accord the proper respect to Negro lawyers who apply for admission to practice.

Possibly the most absurd statement attributed to the college president in his reference to the lack of qualification of Negroes in the business world. He evidently made his survey in times like the world has experienced during the past year, when it has been extremely difficult for men of any races to stem the tide of business depression. The would be informer certainly did not know of such successful and shrewd business men as Bankers J. C. Napier, of Nashville; R. R. Wright, of Philadelphia and other outstanding Negro men who are conducting successful banks with the assistance of representative young Negro men and women. He failed to take into consideration, evidently, such capable business men as Herndon and Russell of the Atlanta Life Insurance Company; Walker and Stuart, of the Universal Insurance Company; Pace, Dickerson, Bousfield, of the Liberty Life Insurance Company; Spaulding, McDougald and scores of other successful business men operating the North Carolina Mutual Insurance Company, and its allied interests at Durham, North Carolina, as well as hundreds and hundreds of other successful business leaders who are making good in the business world even as the depression invades our land.

President Giffen failed to take advantage of an opportunity to do the Negro racial group a great amount of good. It would have been far better had he set about to inform himself as to the accomplishments of the Negro and then appeared before these white brethren with statistics showing the races progress. The young and inexperienced college president, to whom we have felt justified in referring on many occasions as insincere, pursued the course of least resistence and employed tactics as are engaged in by other men who do not have the Negro's interests at heart, in that he set about to justify the unfair contention that the race is inferior and incapable of self-government. In taking such a position President Giffen causes the efforts of those who have labored at Knoxville College during the past half century to appear as being of little consequence and virtually admits that the great amount of money, energy and time spent in training Negroes has been wasted.

The attitude exhibited by President Giffen in this as well as many other instances does not set well at all with members of the Negro race and white friends of the Negro are requested to give careful consideration to these "northern missionaries" as they set about to represent the Negro and serve as a "go-between" as to the two races.

RALEIGH, N. C.
TIMES
MAY 22 1933

Negro Education Measure Failed To Pass Senate

Washington Scribes Mistaken In Impression That Bill To Require State To Help Defray Education Costs Of Negroes Was Enacted Into Law By Solons

Washington newspapermen, who reported that Walter White, executive secretary of the Association for the Advancement of the Colored Race, was in North Carolina "urging" educated Negroes to take advantage of a bill offered in the 1933 General Assembly and get educated "at the expense of the State of North Carolina", were evidently laboring under the assumption the bill in question became law.

The bill in question, which was offered by Representatives Walter Murphy, of Rowan, and Sumpter Brawley, of Durham was entitled, "An Act to Provide for the professional education of Qualifed Members of the Negro Race," passed the House, but was allowed to die in the pigeonholes of the Senate Finance Committee.

Investigation Monday developed that White is slated to lecture at 8 o'clock Monday night at Shaw University, one of the higher institutions of learning for Negroes in this State.

Dr. William Stuart Nelson, president of Shaw, said Monday he knew nothing about the report of White being in the State in connection with the "urging" of Negroes to take advantage of the Murphy-Brawley bill and pursue their professional education at northern institutions at the expense of the State. The Washington story, which was printed last week said that White was urging "educated Negroes," to attend Yale, Harvard and Princeton at the expense of the State.

The Murphy-Brawley bill, which grew out of the unsuccessful attempt of a Durham Negro to register in the pharmacy school at the University of North Carolina, provided that:

"Pending the further development of the State-supported educational institutions for members of the Negro race, any member of that race who is a resident of North Carolina and otherwise qualified under the provisions of this act shall be entitled to receive an allotment of State funds with which to help defray the cost of a professional education in any regularly accredited Grade A professional school to which he may be lawfully admitted, to the same extent that training in that profession is provided in any professional school at any of the State-supported educational institutions maintained exclusively for members of the white race, in an amount equal to the current annual net pre-student cost to the State of North Carolina of that professional school, as determined by the State Superintendent of Public Instruction.

The measure further provided that "whenever such person shall present to the State Superintendent of Public Instruction a certificate of any such professional school that the applicant is eligible for admission thereto, the State Superintendent shall notify the applicant that an allotment of State funds is available to help defray the cost of his training in that school for the next school year."

The bill further provided that, "Whenever the State Superintendent of Public Instruction shall receive a certificate from that school that the applicant has been regularly received and registered therein as a student, the State Superintendent of Public Instruction shall draw his requisition on the State Auditor for the amount specified herein, and thereupon the State Auditor shall draw his warrant for the amount thereof, and the State Superintendent of Public Instruction shall send this warrant to the professional school. In the event that any refund of tuition or other charges shall insure for any reason, that refund shall be made to the State Treasurer and to no other person."

Under the terms of the measure such allotments made would have come from the State's emergency and contingency fund.

The bill, however, which passed the House on April 28 failed to get out of the Senate Finance Committee to which it was consigned on May 2, thirteen days before the 1933 General Assembly adjourned sine die.

Education - 1933.

Discussion.

Coles Visits White Colleges Way Down in Dixie

White Tulane's Dean Thought All Colored People Voted G.O.P. Ticket. White Tulane's Student Y.M.C.A. Secretary Says He Never Saw a Colored Physician.

Having gone into twelve different Southern states and nearly all of the largest cities, I am convinced that educationally our plight is a very sad one. For instance, I spoke at the University of Tulane (white) in New Orleans, Loyola University (white) and a Catholic school and at Newcomb for girls (white) and was received very cordially. Of course the students at all of these universities were surprised to hear a colored person talk so frankly on the so-called race question, politics, sociology and economics. It was most amusing.

I went up to Tulane University with Miss Althea Rose Hart, a young radical of New Orleans, and had expected to have some fun with a young man who was mopping the floor of one of the buildings. The writer asked him where the dean's office was and to my surprise the janitor replied with a question, "There are so many deans here, which one do you want?"

Secretary is Excited

Upon being told that I wanted to see the dean of the College of Arts and Sciences, he at once took me to the dean's office and opened the door and told me take a seat. The secretary to the dean was so excited, she left everybody to find out what I wanted, and when I presented my press cards, she at first thought I was a policeman, and finally when I assured her that I was a newspaper investigator, she at once proceeded to interrogate me as white women usually do in the South. I assured her that what I had to say would have to be said to the dean.

She went to the dean, who came out and said, "What is it you want?" I advised him that what I had to say was important and would have to be said privately and in all probability would take fifteen or twenty minutes of his time. The dean suggested that as it was ten minutes to twelve, I should come back at one o'clock sharp.

As a Servant

I left his office, and while going down the hall, saw the sign which read, "The office of students' activities." I went in the office and found a young college man, who said that he was a senior in college, and asked his stenographer to retire to another room while he talked to me. At first I asked him if he knew anything about the "Youth Movement," and he proceeded to tell how deeply interested he was in Jews, Japanese, Italians, and whatnot. I stated that as a Negro, I was naturally interested in Negro youth as well as other youths. To this the student replied, "I know the Negro as a servant. I have heard that there were Negro doctors and lawyers, but I have never seen one." He then suggested that I meet the secretary of the Y.M.C.A. I did so and found him to be a fine man and an interesting person to talk to.

The latter suggested that at 2:15 p.m., I speak to the students on some phase of the race question.

About Politics

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B. F. HUBERT AND HIS WORK

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WHOLE STATE BENEFITS

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Following the talk of Prof Hubert Mr. Abbot of the Kiwanis club expressed for the club his appreciation of the fine talk and the excellent luncheon and entertainment. He expressed the belief that the work of Pres. Hubert was of untold value to Georgia and that the values accrueing would multiply in the future.

Prof Hubert as we see it is doing as well and his activities well as a farmer along practical but scientific lines. He is completely wrapped up in his work with the State of Georgia and is a man worthy of his undertakings. He is a native of Hancock County, and holds a Masters Degree, and has the distinction of having attended Harvard University. He is as practical as he is brilliant and is now a large land owner and

the white man the dependence of the white race upon the negro and the negro upon the sponsorship of the white man for the sake of Georgia and the negro should be made in every county of the state, under the best people of each community. He said that his address here he made here Tuesday father had told him once when he was a mere boy that the white folks would never send the negro back to Africa or otherwise displace him because the negro stood his ground. In closing his story relative to the white man as a constant shade to the white

Education - 1933.

Discussion.

Coles Visits White Colleges Way Down in Dixie

White Tulane's Dean Thought All Colored People Voted G.O.P. Ticket. White Tulane's Student Y.M.C.A. Secretary Says He Never Saw a Colored Physician.

Having gone into twelve different Southern states and nearly all of the largest cities, I am convinced that educationally our plight is a very sad one. For instance, I spoke at the University of Tulane, (white) in New Orleans, Loyola University (white) and a Catholic school and at Newcomb for girls (white) and was received very cordially. Of course the students at all of these universities were surprised to hear a colored person talk so frankly on the so-called race question, politics, sociology and economics. It was most amusing.

I went up to Tulane University with Miss Althea Rose Hart, a young radical of New Orleans, and had expected to have some fun with a young man who was mopping the floor of one of the buildings. The writer asked him where the dean's office was and to my surprise the janitor replied with a question, "There are so many deans here, which one do you want?"

Secretary is Excited

Upon being told that I wanted to see the dean of the College of Arts and Sciences, he at once took me to the dean's office and opened the door and told me take a seat. The secretary to the dean was so excited, she left everybody to find out what I wanted, and when I presented my press cards, she at first thought I was a policeman, and finally when I assured her that I was a newspaper investigator, she at once proceeded to interrogate me as white women usually do in the South. I assured her that what I had to say would have to be said to the dean.

She went to the dean, who came out and said, "What is it you want?" I advised him that what I had to say was important and would have to be said privately and in all probability would take fifteen or twenty minutes of his time. The dean suggested that as it was ten minutes to twelve, I should come back at one o'clock sharp.

As a Servant

I left his office, and while going down the hall, saw the sign which read, "The office of students' activities." I went in the office and found a young college man, who said that he was a senior in college, and asked his stenographer to retire to another room while he talked to me. At first I asked him if he knew anything about the "Youth Movement," and he proceeded to tell how deeply interested he was in Jews, Japanese, Italians, and whatnot. I stated that as a Negro, I was naturally interested in Negro youth as well as other youths. To this the student replied, "I know the Negro as a servant. I have heard that there were Negro doctors and lawyers, but I have never seen one." He then suggested that I meet the secretary of the Y.M.C.A. I did so and found him to be a fine man and an interesting person to talk to.

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man, that the negro thrilled in that service. He then stated that his work embraced the details and efforts of making such shade trees more abundant in their foliage and of making those to be shaded more appreciative of the resulting increased shade.

The work Prof. Hubert is doing is now bearing fruit, even in an out lying community like Louisville, the effects of his labors are being felt by all observing persons. To say that he should be given the privilege of enlarging his field is expressing it mildly. There are certainly few, if any men in Georgia who are more untiring in their efforts to improve the general living conditions and the natural resources of the state. In short he is one of the big men of the times and should be supported accordingly.

Dr. A. Flexner, Chr. Howard Uni. Trustee Board, Says There Is No Such Thing As "Negro Education"

One of the sanest and most practical addresses on education heard in Harlem in many years was delivered by Dr. Abraham Flexner, chairman of the Board of Trustees at Howard University, before the New York Alumni of that institution at their celebration of Charter Day on March 2. The celebration took place in the new 135th Street Branch Y. M. C. A. The address in full is as follows:

I was very reluctant to join the Board of Howard University, because I did not feel that I had the time, and I was still more reluctant to become Chairman, for the same reason; but, having accepted office, I have treated my responsibilities with fearlessness and seriousness.

I have been interested in Howard University for many years—in the first place through its Medical Department, and I feel great pride in having been able, with the cooperation of my great chief, Dr. Buttrick, whose memory you should all cherish for you never had a better friend,—I say I feel great pride in having secured, with Dr. Buttrick's help, the appropriation which gave you your present medical school building. Subsequently, at the request of Mr. Rosenwald, another friend whose memory should be forever green on the campus of Howard University, I joined the Howard Board of Trustees, and, to my astonishment, was asked to become its Chairman.

No Color in Education

The point which I wish to make with you is one upon which I have frequently dwelled at meetings of the Board and its committees. If Howard University is a university, then it is a university—by which I mean that it must live up to the same standards of excellence to which I would hold any other university in the land. I've never spoken of Howard University as a university for colored people on the assumption that it could live upon a lower plane than universities for white people. The university is a university or it is not. In the conduct of its business affairs, in the admission of students, in the choice of its professors and trustees, there is absolutely no difference between Howard University and Yale University or The Johns Hopkins University. The trustees and officers should be men of highest character and the uttermost devotion. The students should be selected with care, so as to be worthy of the opportunities open to them. The professors should be scholars and gentlemen. Unless these conditions are fulfilled there is no university. Furthermore, there is no such thing as a university especially created for any race or denomination. The university is devoted to teaching competent young men and women science, history, literature and other subjects. It is devoted to expanding the bounds of human knowledge in every field which it enters. Is there any such thing as Baptist Science or Negro Science or Jewish Science, White Science or Colored Science? These are contradictions in terms.

When we seek a profssor for the faculty of Howard University we seek the best obtainable; we do not lower our ideals. When two persons of equal abiltiy are available—a colored man and a white man—we choose the colored man, because it is of infinite importance that colored men should, as far as possible, bear the responsibiltiy of conducting higher institutions of learning. But I should oppose to the bitter end taking a second-rate colored man to a first-rate white man. I take the same attitude in respect to the Board of Trustees. A second-rate white man is infinitely inferior to a first-rate colored man. For this reason I have absolutely refused to ask whether a person is colored or white. Insist instead that the institution ask one question—"Are you the best that we can get? If so, you are none too good for the great opportunities which await you."

Let us, therefore, cease absolutely and entirely to think of Howard University as a university for colored students, trustees or professors. Let us subject it to the highest contemporary standards. In that way it will most affectually discharge its peculiar responsibilities.

Urges Balanced Budget.

We are living in troubled times. The income of Howard University has been curtailed. A debt has been very unwisely accumulated. I propose, as long as I am chairman, that the institution shall live within its income. I propose that its debts shall be paid as quickly as possible.

There are other conditions surrounding Howard University with which I am dissatisfied. They are going to be corrected within the very near future if I am to continue as Chairman of its Board. Once they are corrected, there is no reason why persons connected with the University should have either friends or enemies. We should be loyal to Howard University as an institution of learning. This loyalty should not be qualified by any other consideration whatsoever. No one who is incapable of such loyalty has any right to be concerned with the administration of the University in any capacity whatsoever.

What is the proper and wholesome relation of an alumnus to his Alma Mater? It seems to be perfectly clear that the Alumni of the institution cannot run it. For that purpose there exist a faculty, a board of trustees, certain administrative officers, and certain committees. Nothing can be worse for the morale of an institution than for its Alumni to encourage members of the faculty to bring gossip and complaints to them instead of the President of the University, the Chairman of the Trustees, or the Alumni representatives on the Board of Trustees. If a professor feels that he has been unjustly treated by the President of the University or the Chairman of the Board, there are three Alumni trustees who are in a position to bring his complaint before the Board itself. In this way every possible grievance can be aired.

Duty of Alumni.

The Alumni of this institution have two functions—first, by their own way of living, to convince the general public that it means something to be a graduate of Howard University; second, to support those who have been entrusted with the administration of the institution.

There has been friction at Howard, as you know. I promise you that that friction will cease. I beg you, as graduate of Howard University, to withhold judgment until a thorough, disinterested study of the University, now in progress, has been completed. I beg you not to be either the friend or the enemy of any individual. I beg you to refer to me, or one of the Alumni Trustees, anything tangible in your possession that will throw light upon the workings of any part of the institution. This is all you can do for the present. If you will do this, you will, I think, find that within a year the institution of which you are graduates will be conducted upon the high plane at which universities should live.

The University demands of its trustees, of its officers, of its faculty, of its students of its alumni, absolutely pure devotion. There shall be absolute freedom of speech, but with its absolute responsibility of the individual for what he says. Upon no other terms would I consent to continue in the service of the University.

Letters To The Editor

Please be brief. We reserve the right to cut letters more than 300 words long.

HOW TO ORGANIZE AND CONTROL STUDENT EXCURSIONS

Editor The Advertiser:

Last Friday morning I read with much astonishment of the audacious manner in which some of the members of the Lanier special to Tuscaloosa conducted themselves. I realize that all of the excursionists on this pilgrimage to Tuscaloosa were not Lanier students, but I contend that a large majority of them were.

A school excursion should not be merely a body of unorganized students responsible solely to themselves, but it should be a body of ORGANIZED students directly responsible and subordinate to their school officials. Under this system discipline would be established and maintained by the subordination of the students to the authority of their school officials. The unit of the student body exists during school hours; this same unit should also exist in the form of an excursion, our high schools are organized upon a system of "sections"; each "section" is responsible to a "section teacher."

I suggest that the identical or a similar type of organization be maintained on all future excursions, of course, insofar as the student body is concerned. Students should ride in exclusive student coaches; non-students should be segregated in other coaches. The school officials should maintain order in the student coaches, and the railroad company should maintain order in the non-student coaches.

In crowds or nations chaos and catastrophe are merely the inevitable results of the failure to establish and maintain order and discipline, especially when a large number of those considered are under the influence of liquor, and drunk with the triumphant joy of victory. This our school officials have failed to recognize.

In all affairs wherein juvenile law breakers are concerned, their acts can be blamed either directly or indirectly upon their environment—their home life, but in the particular affair of which I am writing this cause is too deep-rooted to be hardly even considered.

We earnestly desire better home training for our students, but this is not the duty of the school officials; theirs is only the duty of enforcing order within the student body when assembled as a unit, whether the students have had good or bad home training. Incidentally, home training is solely the duty of the parents.

I condemn the actions of those who instigated the atrocities of which I have been writing, and sincerely hope that they will change their ideas of conduct—live up to these changed ideas—and strive to be decent citizens. At the same time I commend whole-heartedly those who were manly and womanly enough to refrain from being involved.

I conclude with an ardent hope that we will never have to contend with an affair of this nature again, and also hope that my suggestions will be of use to our school officials.

Montgomery, Ala. EMORY C. BURKE.

Education-1933
Discussion

Committee on Negro Student Problems.

NEGRO STUDENT PROBLEMS WILL BE CONSIDERED AT CONFAB APRIL 15TH-17TH

Argus 3-24-33

Group of Race's Leaders in Education Will Give Attention To the Question.

The committee on Negro Student Problems has called a meeting in the city of New York April 15-17, for the purpose of discussing and mapping out a plan that will help the Negro students in their school problems.

To Consider Major Issues

Some of the problems to be discussed at this conference are discrimination that has taken the form of outright segregation, inferior equipment and buildings, narrow curricula, and poorly paid teachers, the calculated individual discrimination in the mixed school extending over residence insults, social exclusions, and individual neglect by teachers and many other similar problems.

Has Large Committee

The following persons are members of the Committee for the Conference on Negro Student Problems:

ference on Negro Student Problems:

Argus

M. Moran Weston, chairman, Union Theological Seminary; Sylvia O. Segall, secretary, Columbia University; H. H. Gill, treasurer, New York University; Marie L. Adams, teacher, Wilson School, Philadelphia; Roger Baldwin, director, American Civil Liberties Union; Franz Boas, professor of anthropology, Columbia University; George S. Counts professor of education, Teachers College; Countee Cullen, poet and author; Aaron Douglass, artist; Arthur Huff Fauset, principal, Joseph Singerly Public Schools, Philadelphia; E. Franklin Frazier, professor of social science, Fisk University; Eugene Gordon, journalist, Boston Post; L. B. Granger, extension worker, Manual Training School, Bordentown; Donald Henderson, executive secretary, National Student League; Juanita Howard, president, National Association of College Women; David Jones, president, Bennett College for Women, Greensboro; Layle Lane, teacher, James Monroe High School, New York; Alain Locke, professor of philosophy, Howard University; Rayford W. Logan, assistant director, Journal of Negro History; Scott Nearing, publicist, economist and author; Reinhold Niebuhr, professor of Christian Ethics, Union Theological Seminary; William L. Patterson, executive secretary, International Labor Defense; A. Clayton Powell, Jr., Abyssinian Baptist Church, New York; Cecelia Cabaniss Saunders, general secretary, 137th St. Branch Y. W. C. A., New York; Augusta Savage, Sculptress, New York; Louise Thompson, lecturer, National Committee for Defense of Political Prisoners; Roy Wilkins, National Association for the Advancement of Colored People; Charles H. Alston, Columbia University; Everett L. Beane, College of the City of New York; Howard R. Bearden, New York University; Charles Byrd, Union Theological Seminary; Winston Carpentier, De Witt Clinton High School; Walter G. Daniels, Columbia University; Wilhelmina Easterling, Hunter College; Anne Fichtenholtz, Columbia University; Alfred Fisher, Union Theological Seminary; A. A. Goldstein, Columbia University; Ernest Grigg, New York University; George T. Griffith, Cornell University; Bella Gross, Columbia University; Clyde Johnson, College of the City of New York; C. Lambert, Columbia University; Anthony Mayo, Jr., Columbia University; Theodore Miles, New York Univ.; J. L. Nixon, Techers College; Herman Osborne, College of the City of New York; Oliver Perkins, College of the City of New York, Cyril Phillips, College of the City of New York; Viola Phoenix, Fordham University; Muriel Rukeyser, Student Review, National Student League; Ruth Rubin, Hunter College; Leslie Russell, College of the City of New York; M. B. Schnapper, Columbia University; Benjamin Washington, Textile High School; Paul Wendorf, Columbia University; Marguerite White, Columbia University; Zoe Yorden, Evening High School; Edmund Stevens, Columbia University.

For further information regarding the Conference (Delegates' credentials, housing information, program, etc.) communicate with the Secretary of the Committee for the Conference on Negro Student Problems, Sylvia O. Segall, 5000 Broadway, New York City.

Education-1933

High Schools.

General

Thirty-six High Schools on Southern Accredited List

Afro-American

No Louisiana or Texas Schools on List.

By HORACE MANN BOND
(For the Associated Negro Press)

The following high schools in the South have been fully accredited by the Southern Association of Colleges and Secondary Schools. Public high schools in this list are indicated by an S.

Alabama: Margaret Barber Seminary, Anniston; Burrel Normal School, Florence; (S) Alabama State Teachers College, H. S. Dept., Montgomery; (S) State A. & M. College, H. S. Dept., normal; Tuskegee Institute, H.S. Dept., Tuskegee.

Florida: (S) Booker T. Washington High School, Miami; Florida N. & I. College, H.S. Dept., St. Augustine; (S) Florida A. & M. College, H.S. Dept., Tallahassee.

Georgia: Georgia: N. & A. College, H.S. Dept., Albany; Atlanta University, Laboratory H.S., Atlanta; (S) Booker T. Washington H.S., Atlanta; Paine College, H.S.., Dept., Augusta; Fort Valley N. & I. School, H.S. Dept., Fort Valley; (S) Douglass High School, Thomasville..

Kentucky: (S) Paul Dunbar High School, Lexington; (S) William Grant High School, Covington; (S) Central Colored High School, Louisville.

Mississippi: Tougaloo College, H.S. Dept., Tougaloo; Southern Christian Institute, Edwards.

North Carolina: Brick Junior College, H.S. Dept., Bricks; Barber-Scotia High School, Concord; (S) Hillside Park High School, Durham; (S) James B. Dudley High School, Grensboro; Henderson Institute, Henderson; (S) William Penn High School, High Point; (S) Ridgeview High School, Hickory; Mary Potter High School, Oxford; (S) Booker T. Washington High School, Raleigh; (S) Washington High School, Reidsville; Palmer Memorial Institute, Sedalia; (S) Williston Industrial High School, Wilmington; (S) Atkins High School, Clarksville.

Virginia: (S) Huntington High School, Newsport News; (S) Booker T. Washington High School, Norfolk; Christiansburg Industrial Institute, Cambria.

The Advantage of This Rating

Graduates of these schools can enter any college or university in America, except Southern white colleges, by presenting a certificate of graduation. If the boy or girl intends to do professional or graduate work, he will have no trouble in going on, if his college work is successful. And, best of all, a graduate of one of these schools will know that he graduated from a first class high school, where he was taught by well trained teachers, in an adequate school building, with a good library, and with a standard course of study. Why shouldn't all high school principals give their students this chance, by getting their school on the accredited list?

Education-1933

High School.

Georgia.

ON ACCREDITED LIST

Last week the state commission on accredited schools announced a list of high schools on the accredited roll. Two of the number were colored schools, both in small towns, McDonough and Marietta. This speaks volumes for the educational facilities for our children in these two places and proves that the school boards are acting fair toward the colored people. It will be a happy day for Savannah when it can be announced that its colored high school is placed on the accredited list. To reach this point much will have to be done. It is felt that the members of our board of education, along with the superintendent, are as interested in our educational affairs as those in other sections of the state, and that they will soon agree to give the colored children facilities that will place their high school on the accredited list.

Savannah, Ga.

Valdosta Times
June 5, 1933

Good Attendance

The summer school for negro teachers of the county opened this morning at the Dasher High school with a good attendance, Supt. G. T. Register reported today. The school is for the purpose of trariing negro teachers to the highest degree of efficiency. It will continue until the latter part of July. The examination for county licenses will be held at the Dasher school August 5.

Colored School Will Be Enlarged

Gainesville, Ga., Eagle
September 21, 1933

A two story dormitory containing 12 rooms is contemplated for the colored girls' High school by the Northwestern Baptist association, N. A. Royle, trustee, said this week.

The new dormitory will cost approximately $5,000 and will be erected on the site of a home recently burned at 119 Myrtle street, which was occupied by E. J. Thompson, principal of the school. At a meeting to be held in Monroe on September 28 will be decided when the work will begin.

The association erected the present colored girls' High school here in 1910

Gainesville, Ga., News
September 20, 1933

Colored Association To Erect Dormitory For Hi School Girls

Erection here of a dormitory two stories in height and containing twelve or more rooms for the use of high school girls is contemplated for the near future by the Northwestern Baptist Association, a colored organization, according to Dr. N. A. Doyle, of this city, a trustee of the body.

The structure is to be located upon the site of a home recently badly damaged by flames, at 119 E. Myrtle street, occupied by E. J. Thompson, principal of the Northwestern High school, and owned by the association. The high school building is located near the home, and was established here in 1910 by this association.

The new dormitory is to cost approximately $5,000, according to Dr. Doyle, and a meeting of the trus is to be held at Monroe beginning on September 28, at which time it will be decided just when the work of construction will begin.

Rev. H. Vincent of Statham is moderator of the association.

Education - 1933

High Schools.

Iowa

15 Colored Students Graduate From Four City High Schools

Iowa Bystander 1-27-33

Eunice Rhodes Wins Honoraria

The Bystander staff congratulates the members of the January class of 1933.

By Everett Wadsworth

Five hundred twenty-four graduates from the four Des Moines high schools received their diplomas at the mid-winter commencement exercises held Thursday night at the Shrine auditorium. Sixteen colored students closed their scholastic careers. East high headed the list with 10 out of the 204; North high had 4 out of 165; Roosevelt high, one of 106 and Lincoln high had none of the 49.

The majority of the seniors who finished were prominent in extra-curricular activities, including music, dramatics, clubs and public speaking, active in athletics and rated high in their scholastic attainments.

School Activities Varied

North high graduates participated in most of the school activities, some of them winning exceptional honors: Leon Ware—track, intramural sports, student council, monitor, senior committee; Wanda Henry—Palette club, A Capella choir, journalism, inter-club council, senior representative student council, senior committee, basketball, member Girls' Athletic association; Mary Etta Garth—basketball, baseball, intramural sports, member Girls' Athletic association, class sermon; Doris Bailey—Latin club, volleyball, senior committee.

Roosevelt Girl Honored

Eunice Rhodes of Roosevelt high is the fifth Negro girl to graduate from the western institution since 1925; she belonged to the Home Economics club. Miss Rhodes was awarded an honoraria for service.

East high graduates include: Lucian Bailey; Hortense Brown, Louise Mae Calloway, members Girls' Glee club; Alma Burton; Odella Eubanks; Kathryn Jewett; Ruth Lewis; Robert Martin, football track; Dorothy Preston; and Mildred Williams.

WALTER THOMPSON TO TEACH AT EAST HIGH

Iowa

A. J. Burton, principal of East High school, announced that he has signed forty-three Drake students to do practice teaching in all the Des Moines high schools. Bystander 2-17-33

Those who will teach at East are: Walter Thompson, who will work in the history department with Miss Mitchell; Sylvia Libles, Miss Paterson's Latin classes; Thara Nordholm, Mrs. Shepherd's gym classes; Margaret Peck, Miss Snyder's English class, Milo Bowers, Roosevelt graduate, will teach merchandising and salesmanship.

Mr. Thompson was a star fullback of East's 1928 squad, winning all-state honors. He completed his final year of football as quarterback this past season, winning many games for Drake with his thrilling runs. He also won many honors as track star at both institutions.

Ten Colored Students Graduate From Des Moines High Schools

Ola McCraney Receives Scholarship Award

Iowa

By Everett Wadsworth Bystander

Nine hundred sixty-three seniors were graduated from the Des Moines high schools at the commencement exercises held this week. The combined exercises at the Shrine auditorium were abandoned this year because of the large number of graduates. Ten Negro students completed their scholastic careers from East and North High schools, where the majority of colored students attend; North High with 273 seniors had 6 and East High with 341 had 4. There were no Negro graduates from Lincoln and Roosevelt High schools. 1-9-33

North High

Ola McCraney of North High was awarded an honoraria for scholarship and was a member of the National Honor Society. She took part in many school activities including Le Cercle Francais, G. A. A., Inter Club Council, Extemporaneous Speaking, French Alliance, Senior Committee, Girls Glee Club and Intramural Sports. Jesserean Sharon belonged to the Circulo Espanol, Forum Club, senior committees, and was active in Intramural Sports. Alfred Bruce was a member of the football, basketball and track teams and Lee Kemp was a member of the football and ba[illegible]l squads for two years.

Dora Elva Mackay was prominent in dramatic and musical activities, belonging to the Amadrams, Masquers, Girls' Glee Club, French Alliance, Forum Club, Le Cercle Francais, All School Jollies, "Miss Nellie O' New Orleans", Senior Comittee and Intramural Sports. Irene Glass belonged to the debating and oratorical organizations, the Societas Romanas, Circulo Espanol, Masquers, and the Intramural sports.

East High

Earl Miller was outstanding in football, basketball and track. He won many honors in local and state competition in track, establishing many broad jump records. He was captain and all-city center of the basketball team this year.

Seymour Gray, prominent in the school's music circles, was a member of the Boys' Quartette, all colored group of radio and stage stars, and Boys' Glee Club. The quartette represented the school in various activities for two years and won countless laurels. Catherine Ligon, of the Shorthand Speed Society, and Henry Hammitt were the other East High graduates.

Louisiana

Education — 1933
High Schools.

MONROE, LA.
WORLD
OCT 3 1933

The Colored High School

The colored people of Monroe, aroused to the need of helping themselves educationally, have initiated a campaign to raise $5,000 with the avowed object of building an addition to the present colored high school.

Necessity for some action on behalf of the negro population is evident. The present colored high school was built to accommodate 750 pupils. Its enrollment today is over 1,300. Lack of city funds has prevented any provision for this growing need, and now the situation is such that the negroes themselves have determined to do something about it. They are planning to raise money from their own people. They may need some aid from other sources, and it is right that this should be given, to whatever extent may be possible.

Concern for the welfare of the colored people is an obligation that comes to the city at large, whether as individuals or as a municipality. When that obligation is ignored or neglected a problem is created which eventually will react against the best interests of the community.

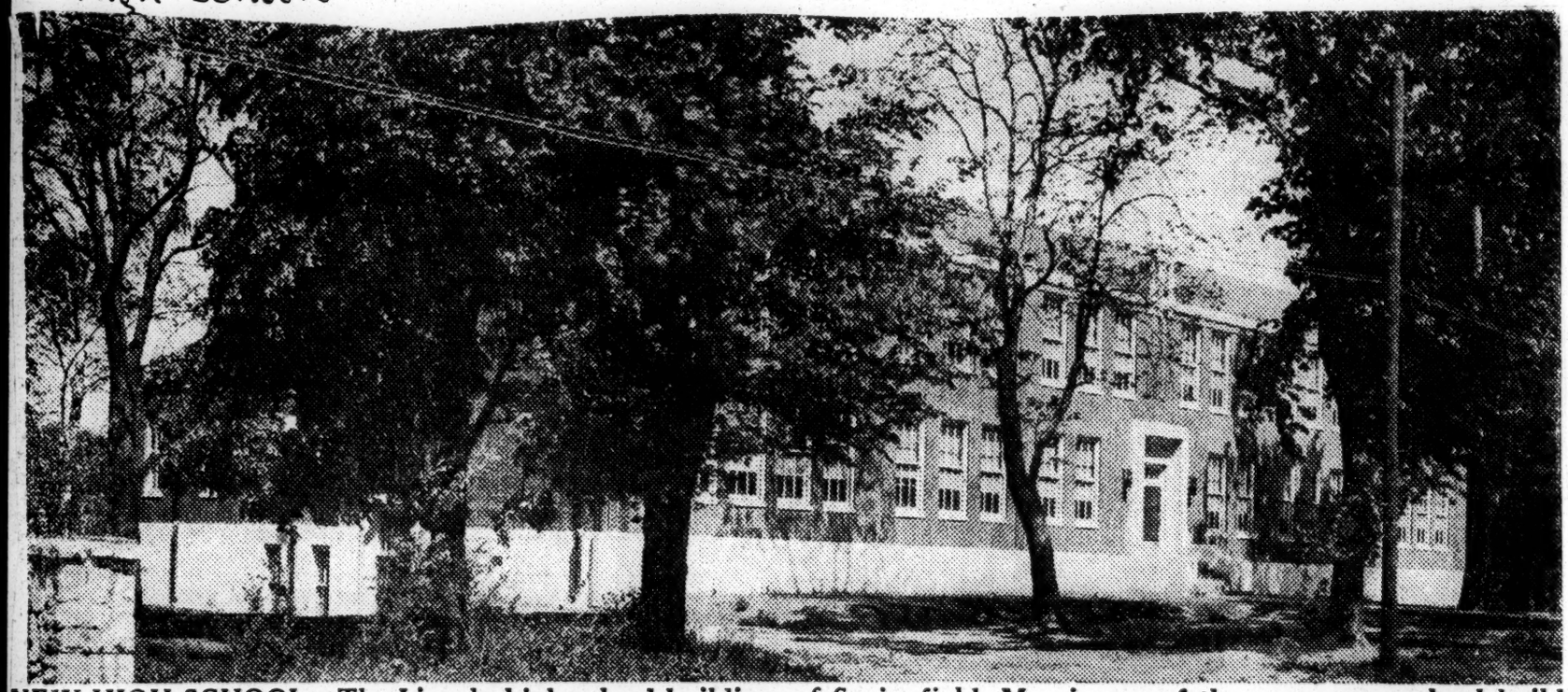
The negro has a definite place to fill in our industrial, economic and social scheme. It is his duty to fill that place with honor to himself and credit to his race. He must be fitted for the tasks of life through adequate education. It is the ignorant and imperfectly learned negro who becomes a menace. That menace can be ameliorated when the community properly discharges its responsibility in providing the means of education.

The negro on his part must do what is possible for him to do in helping himself. Monroe negroes are attempting to do this in their plan for raising money for their school. They should be encouraged in this laudable effort, which, as far as it is successful, will be an evidence that they deserve the aid of the community in helping them to become worthy, self-reliant members of their own race.

Education-1933

Missouri.

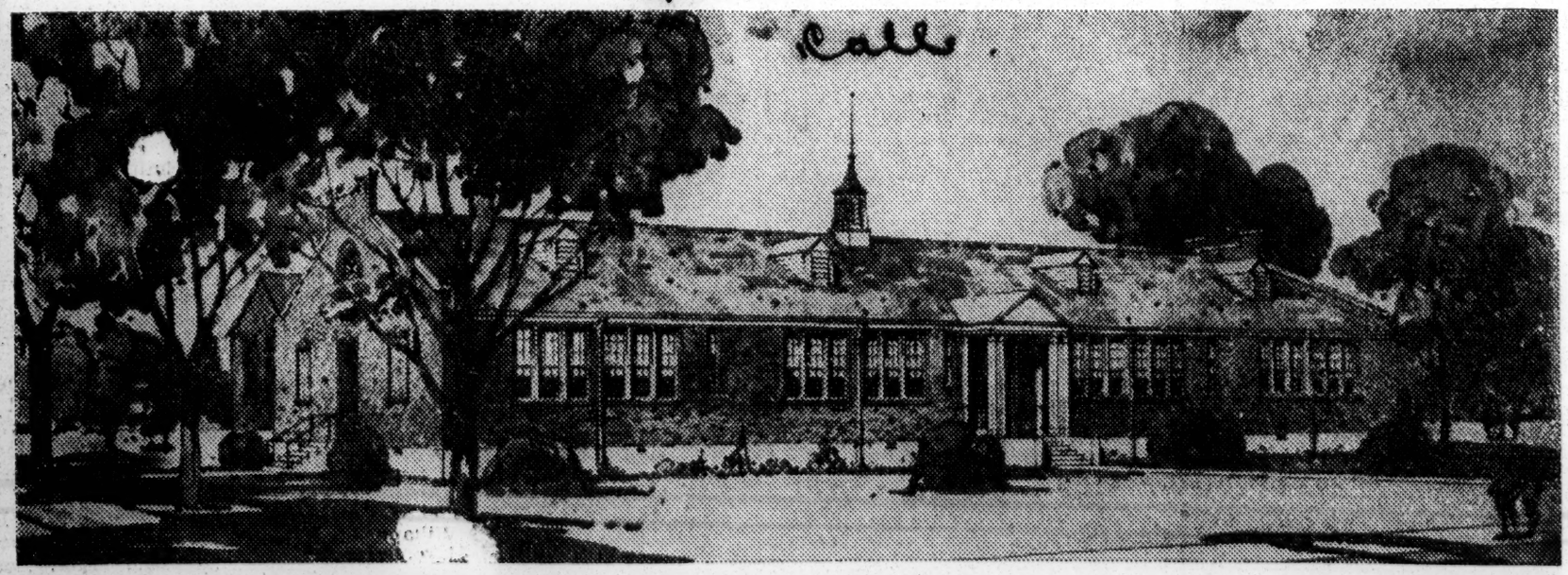
High Schools



NEW HIGH SCHOOL—The Lincoln high school building of Springfield, Mo., is one of the many new school buildings in the state of Missouri for the education of colored pupils. Kansas City, Mo., is still waiting for the board of education to start work on the new Lincoln high school here. The present building is in a bad neighborhood and is not adequate.

Kansas City Mo. 1-18-33

Call.



ANOTHER NEW LINCOLN HIGH SCHOOL—This one is at Charleston, Mo. The erection of this building solved a long felt want. The district which it serves voted a $10,000 bond issue, but this was not enough to complete the building. The Rosenwald fund, through the influence of the state educational board, gave $4,500 and the General education board donated $6,000. The state board added $2,000.

North Carolina

Education - 1932

High Schools.

Ahoskie, N. C., Herald
October 12, 1933

NEED OF COLORED HIGH SCHOOL AT AHOSKIE

Publication in the news columns of the HERALD of the recent action of county officials looking to the early construction of a much needed school building for the Negroes of Ahoskie has evidently aroused much interest among the colored population; and they are particularly anxious that a building be provided for students of high school age. From one of the leaders of the colored race in the town has come to this newspaper a sane discussion and appeal for the school accomodations. The letter is reprinted here in full:

DOES AHOSKIE NEED A COLORED HIGH SCHOOL?

The publication in the last week's issue of the Herald, concerning the long needed colored school for Ahoskie was very encouraging. A new elementary school building has been in demand for several years, but what about accommodations for the high school.

Ahoskie is the most progressive town in Hertford County. The white school is one that we point out with pride; the churches are among the best in this section of the State; the district fair association which is located here is an organization that is a credit to the community; but, when we come to the colored school we feel just as the peacock whose feathers fell as he looked down at his feet.

It has often been said that Hertford County Courts would have little to do were it not for the patronage ~~that~~ comes from colored Ahoskie. Nothing else can be expected when the negro boys and girls of this community have no local civic center through which their minds can become engaged when they are not at work. Were there a creditable school through which inspirational ideals were repeatedly set before them, their desires would no longer be satisfied in ignorance and superstition, the reason for which their petty vices are indulged. But a majority of them would grow into useful, law abiding citizens.

Why shouldn't the one hundred and fifty or more boys and girls who are transported from Ahoskie to high school remain at home and spend their nickles and dimes with local merchants? Though they seem little they will certainly help the business that furnishes the parents of these boys and girls with means and work in order that their children are kept in school.

There is no doubt as to the demand of a colored high school in Ahoskie, and I'm sure it is the desire of the entire community that one will soon be erected for which our county as well as town will feel proud.

Education - 1923

High Schools.

North Carolina

Thomasville, N. C. Times
Thursday, February 23, 1923

NEGRO SCHOOL IS ACCREDITED

Progress of Colored High School Praised By Official.

The inter-racial meeting scheduled for Thomasville was held at the colored school on Church street Friday evening at 8 o'clock Mrs. W. L. Hutchins presided and the invocation was by Dr. I G. Greer, of the Mills Home. Mrs Hutchins in her preliminary remarks stated that both races would either go up or go down together and this was the theme throughout the evening. She presented D. W. Maddox, who told of the progress made in the colored school since he came to Thomasville. Mr. Maddox introduced N. C. Newbold, of Raleigh, division director of negro education in North Carolina, who made the main address of the evening. Mr. Newbold first spoke on the development of negro schools, then stated the present needs and illustrated his lecture with maps.

Prof. McClenny, principal of the school, introduced the Bennett college quartet, of Greensboro, who rendered number after number to the delight of the large audience of both races. These girls were artists of unusual ability who have recently returned from New York city. Their talents were so appreciated there that they were asked by the Victor company to make a number of records and some of these numbers were sung here. One young girl who was especially talented, gave a reading.

Prof. McClenny also introduced Prof. David Jones, president of Bennett college, who made a splendid talk, then Dr. Greer spoke, and gave the history of the spiritual, "Swing Low Sweet Chariot," and requested the quartet to sing this. Rev. Thomas, pastor of the colored M. E. church, closed the program with prayer.

Of interest to both races was the fact that Mr. Newbold stated that he had appropriated a sum of money towards putting this colored school on the accredited

NEW SCHOOL FOR COLORED FINISHED

Will Be Accepted by School Boards Before Being Put Into Service

The new $16,000 school building Henderson Institute for the colore has been completed, and now awai only the formal approval and accep ance by the city and county scho boards before being put into use, was announced today by E. M. Ro lins, city-county superintendent c schools.

Mr. Rollins said he understood th chairmen of the two boards would de signate a committee to make an in spection of the new structure befor it is accepted. But it is now read for use.

The building replaces one that wa burned a yea rago. The site was dee ed to the local school authorities b the colored church organization tha sponsors Henderson Institute, and th county furnished the money for th building. All colored high schoo pupils in this county attend th school.

REVIEW OF THE COLORED WORK

By Miss Marjorie E. W. Smith

(Miss Smith is Assistant Secretary of the Unit of Colored Work of the Board of National Missions.)

The map of the Colored Field which appears in Dr. S. A. Fisher's book, "The American Negro," shows one hundred twenty-eight Presbyterian schools, thirty-seven of which were boarding schools. This map represents the results of the building-up period of the Board of Missions for Freedmen. When the Church began its work for colored people in 1864, there were few schools for Negroes in existence. For many decades after the Civil War, the South did not feel a public responsibility for the education of its black citizens. The Board then established many institutions which at that time were needed in practically every area. Within very recent years, portions of the South have begun to sense their obligations to those of darker hue. Not only have city, county and State schools been established, but high standards, standards equal to those for white institutions, have been set up for the accredited of Negro schools. The day of letting schools for Negroes just grow, like Topsy, is past. By the time the public awakened to the needs of the Negro, several of our school buildings were old and our equipment out-moded. Nevertheless, many of our schools met the standards set by the States and were given the highest rating by them. Unfortunately, finances have prohibited the providing of up-to-date equipment for all of our institutions. Furthermore, with the establishment of public schools and with the curtailment of church contributions there has been a gradual cutting off of our schools for colored boys and girls. Whereas Dr. Fisher's map of 1923 represented one hundred twenty-eight schools, the present day map shows but twenty-one, plus one Boarding Home for students attending nearby public schools. But maps do not tell the whole story. There is much about which to be encouraged. Of course until the Board begins to feel the upward swing from the depression, it will be a matter of holding their own for even the few schools yet maintained. After that, with interest and funds concentrated on fewer schools, a richer and more effective program may be offered in each, than was hitherto possible.

Among the recent changes has been the merging of schools, thus conserving the forces of each. An instance of this is seen at Margaret Barber Seminary, Anniston, Alabama, which opens its doors to the day pupils of South Highland School. Mr Rice, the Principal and founder of South Highland, will be Assistant Principal at Margaret Barber Seminary and will have charge of the industrial work for boys. He will conduct these classes in the South Highland plant. Both South Highland and Margaret Barber Seminary were placed in the A class group by the State of Alabama a year ago. Margaret Barber Seminary was also so recognized by the Association of Colleges and Secondary Schools of the Southern States. With the merging of the two schools Margaret Barber becomes co-educational, although only the girls will be housed in the dormitory.

Selden Institute at Brunswick, and the Nannie Gillespie Normal and Industrial Institute of Cordele, Ga., have been merged under the name of Nannie J. Gillespie-Selden Institute. Mr. Mitchell, Principal of Selden, goes to Cordele to assist in building up the plant there.

Arkadelphia Presbyterian Academy at Arkadelphia, Arkansas, is now merged with Cotton Plant, Arkansas. Mr. Davis, who has been in charge of Arkadelphia will be the Principal of the merged institution. Dr. Stinson, formerly in charge of Cotton Plant Academy, will continue to serve the Presbyterian church at that point.

Harbison Agricultural and Industrial Institute opens its doors to girls with the coming in of the Irmo church Graded School. For the time being, the two lower grades will still be conducted in the building formerly occupied by the day school. The two faculties have been combined.

The alumni and friends of Haines Normal and Industrial Institute have effectively demonstrated their loyalty to the founder, Miss Lucy Laney, by assuming the responsibility of raising $6,700 for teachers' salaries, thus keeping the doors of their historic alma mater open. The Board will give $2,300 toward the maintenance of the school. Miss Laney, who has reached the retirement age, becomes President Emeritus of the school she founded, while her niece, Miss Louise Laney, directs the school as acting President.

Mary Allen Junior College, the school which brought honor to the Board last year by being one of the first three educational institutions for Negroes which was given Class A rating by the Association of Colleges and Secondary Schools of the Southern States, is venturing into a new field. Next year it becomes co-educational. Thus the superior work offered at Mary Allen Seminary will be participated in by young men as well as young women.

Three schools in North Carolina have become one at Oxford, forming the Mary Potter-Redstone-Albion Academy. There are two significant phases of this affiliation. The one, that in the school as in the church, a principle similar to the larger parish plan is here put into effect. The other, that the State is contributing to the educational program initiated by the Church. Part of the work formerly done at Albion and Redstone will continue to be done at these two affiliated day schools. The Rev. H. S. Davis, of Fayetteville, N. C., is to be the new executive in charge of the Mary Potter-Redstone-Albion combination. Dr. Hayswood will serve Redstone as Dean, and Mr. Mangum will serve Albion Academy as Principal. Mr. Mangum and the faculty at Albion are to be employed by the State. Only day pupils will be enrolled since there will be no boarding department. Albion, which has for years been in need of a good chapel building, will be enabled to convert the dining hall into an ideal assembly room. Food raised on the Albion farm will be sent regularly by trucks to the boarding department at Oxford. All supplies, gifts and boxes intended for the day schools operated at Franklinton and Lumberton should be so labeled and sent direct to the Principal at Mary Potter-Redstone-Albion Academy at Oxford, North Carolina. They will then be sent by the school trucks to those outlying points. The State and County educational Boards are co-operating extensively with the Church Board. The Board of National Missions is paying the salary of the Dean at Redstone, while the State is assuming the other financial responsibilities. The State also pays the salary of several teachers located at Oxford.

Bowling Green Academy has closed its class room doors but keeps open as a Home for students who come to Bowling Green to attend the public schools.

Other recent changes have been the affiliating of Barber-Scotia College at Concord, North Carolina, with Johnson C. Smith University at Charlotte and the introducing of a colored faculty at that historic institution. Barber-Scotia is now emphasizing Junior College and High School work for girls.

The four day schools which the Board still maintains are located in sorely needed districts, namey; the James Island School on James Island; Larimer School on Edisto Island, Lincoln High School at Due West, South Carolina, and McClelland Academy at Newnan, Ga.

Community work is being done in Chattanooga at the Newton Community Center by those who were formerly in charge of the school. Community workers are also maintained in connection with the churches at Birmingham, Alabama, and Decatur, Georgia.

We cannot survey the Southern field and ignore the churches. As with the schools, so with the churches, definite standards have been recently set up. There are two main classes for the churches: Class A and Class B. Plans are also now well under way to build up stronger central churches, from which may radiate, in all directions, lesser mission churches. These smaller institutions being integral parts of a central plant, through whole-hearted, intensive co-operation, are thus able to put over a more practicable and stimulating program in bringing men to Christ. Under the guidance of Rev. L. B. West, D. D., these new groupings are now taking definite shape throughout the field.

While the depression has hit the colored field hard, the outstanding thing about it all is that we have received fewer pleas for personal help. In some way our Negro leaders have been able not only to help themselves but to help others not connected with their own churches and schools. With few exceptions, those in connection with our schools have aided the public at large through contributions of service to the Red Cross. Furthermore, they have known no color line and have helped poor white families as well as colored.

Dr. J. M. Gaston, Secretary of the Unit of Work for Colored People, now has an office at 156 Fifth Avenue, New York City, as well as at the Bessemer Building, Pittsburgh, Pa.

Roanoke Rapids, N. C. Herald
October 12, 1933

First State To Have Over 100 Accredited Negro High Schools

Raleigh, Oct. 12.—Twenty-five new high schools will appear in the list of accredited high schools in the new directory of high schools soon to be published by the State Department of Public Instruction. The new list includes 12 white and 13 colored schools, the first time in the history of the State that the negro schools have outnumbered the white schools so accredited in any one year.

The new list brings the negro accredited high schools to 108 thus giving North Carolina the distinction of being the first State to have 100 or more negro schools in the accredited high school list. The white high schools so accredited now number 896, bringing the total of both to 1004.

Raleigh, N. C. Times
October 10, 1933

STATE AHEAD IN NEGRO SCHOOLS

North Carolina Is Only State With 100 Accredited Negro Schools

Twelve white and thirteen Negro high schools in North Carolina have been elevated to the accredited standard, it has been announced from the State Department of Education. The addition of the Negro schools to the accredited list swells it to 108 giving the State the distinction of being the only State having one hundred or more accredited Negro schools. There are 696 accredited white schools in North Carolina.

The following white schools were added to the standard list: Ashe County, Elkland school at Todd and Nathan's Creek school at Nathan's Creek; Craven county Bridgeton school at Bridgeton; Cumberland county, Linden school at Linden; Durham, Hope Valley school at Durham, Route 7; Halifax county, Hobgood school at Hobgood Madison county, Laurel (White Rock) school at Marshall, Route 4; Martin county Farm Life school, Williamston, Route 4, and Bear Grass school, Williamston, Route 2; Nash county, Cooper's school, Elm City, R. F. D.; Watauga county, Bethel school at Sugar Grover, and Wilkes county, Roaring River school at Roaring River.

Negro high schools newly accredited are:

Chatham county, County Training school at Siler City; Chowan county, Colored high school at Edenton; Davidson county, Church Street high school at Thomasville; Duplin county, Perry high school at Kenansville; Franklin county, County Training school at Louisburg; Gaston county, Reid high school at Belmont; Johnston county, Clayton high school at Clayton; Jones county, County Training School at Pollocksville; Onslow county, Georgetown high school at Jacksonville; Robeson county, Oak Ridge high school at Lumber Bridge and Rosenwald high school at Fairmont; Tyrrell county, County Training School at Columbis, and Wake county, Zebulon-Wakefield school at Zebulon.

South Carolina

Education-19

High Schools.

Belton, S. C., News
August 24, 1933.

COLORED HIGH SCHOOL TO RE-OPEN SEPT. 26

After being closed for two years, Union (colored) high school, about two miles west of Belton, will re-open again this fall. The opening is set for Sept. 26, with a prospect of an average enrollment.

L. E. Daniels, formerly of the faculty of Morris college and later instructor at Selma University, Selma, Ala., will be principal. The remainder of the faculty have not been announced.

WHITE FRIENDS TO AID COLLEGE FOR NEGROES

Constitution 6-20-33

MACON, Ga., Aug. 19.—Central City College is an accredited junior college owned and maintained by the negro Baptists of Georgia. It has for many years given valuable training to the negro youth of the state.

During the past several years, however, the negro, perhaps more acutely than his white neighbor, has suffered from lack of opportunity to earn a livelihood. Hence he has been unable to support his educational institutions or to give his children much schooling. As a consequence, Central City College, along with many like institutions, has fallen on evil days. At one time it appeared that the college property would be sold to satisfy its mortgaged indebtedness. This catastrophe was avoided through the generosity of James H. Porter.

In addition to providing financial aid for the school, Mr. Porter made a thorough study of the needs of the school and of its possibilities with relation to the improvement of the condition of the negro race in Georgia. With thought of what Tuskegee Institute has meant both to the negro and to the white man in the south, he conceived a plan by which he hopes that Central City College may meet the negro's need for industrial and cultural training in Georgia as effectively as these needs are met by the Tuskegee and Hampton institutes.

On July 19 last the executive board of the negro Baptist convention passed resolutions at Waycross authorizing Mr. Porter to organize an advisory board of white people in Macon to assist the college and to appoint a treasurer who would handle the finances of the school. The board is to assist in fixing a budget for the school but in no way will undertake to interfere with the actual management of the school by the negro Baptists.

Coincident with the organization of this board the negro Baptists in the state, numbering 550,000, are launching a great thanksgiving rally, the purpose of which is to give Central City College a "new deal."

This rally will reach a climax on the fourth Sunday in October. Its objective is to secure a contribution of $1 from each negro Baptist in the state, the money to be forwarded to the advisory board for use in liquidating the debts of the college, making necessary improvements, the creation of an endowment fund and the enlargement of the usefulness of the school. At the same time the advisory board is undertaking to secure contributions among white friends of the school to match the amount raised by the negroes.

NEGRO COLLEGE AT MACON TO BE AIDED

Greater Support Pledged Institution At Baptist Convention Here During the Past Week.

Greater support to Central City College, at Macon, with special attention to the operation of a Divinity School, started in 1931 by Rev. R. K. Paschall, pastor of Friendship Baptist church here for underprivileged young ministers, was pledged at the Columbus Georgia Missionary Baptist association for negroes held here on Thursday and Friday, it was announced yesterday.

The convention, held at Mount Tabor church, of which Rev. B. J. Borwn is pastor, was pronounced the most successful since its organization in 1922 with Rev. R. K. Paschall as its first and only moderator. The two days program, it is reported, was featured by able addresses, Bible lessons, annual reports and good music. All the officers were reelected for the next year and the 1934 convention was directed to be held at the Shady Grove Baptist church, of which Rev. W. A. Reid is pastor.

White People to Help

"According to a statement made Friday, by Dr. D. D. Crawford, of Atlanta, executive secretary of the State Baptist convention of Georgia, and Dr. J. H. Gadsden, president of Central City college, at Macon, "a silver lining of hope can now be seen on the dark cloud which has hovered over Georgia Baptists for the past five years." They said:

"It will be recalled that the Central City college has been existing on a slender cord between life and death for several years, as a result of the lack of funds with which to operate. With a debt of $38,000 against the Institution, and the debt growing larger every day, Georgia Baptists lost hope of redeeming the property.

"As a result, the faith the white citizens of Macon have in Central City college in particular, and the colored people of Georgia as a whole, twenty of Macon's most outstanding white business and professional men volunteered their service to help redeem the institution and place it on a firm basis for future operation.

"With this in view, recently the above mentioned white citizens of Macon sent a representative to Waycross to meet in a joint session with the executive board of the General Missionary Baptist convention of Georgia, and the board of trustees of Central City college, and the following agreement was reached:

"Our white friends have been delegated with the power to act as an advisory board, and take over the business management of the college.

"This advisory board has made the colored Baptist of Georgia the following offer: For every dollar paid on the indebtedness of the school, this advisory board of white

Columbia, S. C., State
September 3, 1933

NEGRO HI SCHOOL READY FOR PUPILS

Junior High Age to Report Today—Others Monday.

The Negro pupils of the public school system promoted to the seventh and eighth grades and those who were retained in these grades are expected at the Booker Washington school at 12:30 Saturday to be placed in their classes. The grades mentioned above are arranged in a new junior high school feature and in addition to the assignment in classes the children will be introduced to the general school plant. Pupils not in the seventh or eighth grades will report for promotion at school time Monday. Books in the elementary school have not been changed, but high school pupils are urged not to purchase books until they have met their classes.

Tennessee

Education - 1933

High Schools.

NEW HIGH SCHOOL FOR EAST NASHVILLE

COMMODIOUS STRUCTURE TO BE ERECTED THIS YEAR

Globe

Bids for Building to be Let at Hume-Fogg High School Today

6-16-33

Bids for the rebuilding of Meigs High School on the eastside of the city will be made Friday of this week. They will be handed in at the Hume-Fogg High School building by contractors and architects who wish to erect the new structure. The plans for this new building have been drawn by McKissack & McKissack, to whom the Board of Education awarded this particular phase of the work, and it is on this McKissack & McKissack plan that the contractors and builders must submit their figures.

It is learned that this plan calls for a school that will take up almost the entire block. It will be a modern structure with an auditorium having a seating capacity of between five and six hundred, there will be recreation rooms, class rooms, laboratories for girls and boys; it will be steam-heated. There will be a stage in the auditorium with curtains and electric lights.

Citizens and patrons of the school in East Nashville are being assured by the Board of Education that their wishes will be gratified, and that rather than attempt to remodel the old building that was destroyed by the tornado, the Board was unanimous, so it is said, in their decision to demolish the walls and build from the ground up. It is expected that the work will begin at once, with a hope that the building will be ready when the fall term of the school opens the latter part of September or the first week in October.

The firm McKissack and McKissack is composed of Mose and Calvin McKissack. While they are father and mother. While they are natives of Pulaski, Giles County, they have been in Nashville for a number of years, and are known to have drawn plans for some of the south's most expensive churches, office buildings and residences.

Alabama

Education - 1933

Illiteracy

Montgomery, Ala., Advertiser
August 18, 1933

Seven Negro Opportunity Schools To Close Today

Seven opportunity schools for negroes in Montgomery County will close today after a six-week term during which 143 illiterate adults were taught to read and write. The lessons related to the subjects of thrift, agriculture, home improvement, health and sanitation.

In former years 10 opportunity schools were operated, but this year there were only three authorized schools at McCants, Hickory Chapel and Oakwood, and four independent schools at Lovelace, Bellair, Mt. Meigs and Pilgrim. Leading negro educators of the Alabama State Teachers College and other institutions recently completed a tour of the opportunity schools.

General.

Education-1930

Illiteracy

HOUSTON, TEX.
CHRONICLE

JAN 1 1933

The South's Fight on Illiteracy

William E. Boyd, professor in the University of Virginia has attempted to analyze the 1930 census figures, especially as they apply to the South. The people of this section will not be surprised at his conclusions concerning the illiteracy of the states below the Mason-Dixon line. We are aware of the fact that Southern commonwealths have a larger proportion of illiterates than other states. We know also the reasons for this lack of education, the long and bitter economic struggle which has taken place as the South climbed back to civilization from the abyss of reconstruction.

The important factor in the present situation is the determined fight being made on illiteracy in the South. The younger generation will not contain nearly so large a proportion of persons unable to read and write. Texas has 6.8 per cent of its population illiterate. There is a challenge here, just as there is in other states, and we are solving it. The problem is mainly that of finding adults who have not secured a primary education and pressing upon them the necessity of learning their ABCs.

It has often been said that the large negro population in the South is mainly responsible for the low standing of most Dixie states in the educational world. The fact remains that the negro schools, however inferior their standards may be in some sections, are providing education of a sort and eliminating stark illiteracy. The Mexican youngsters here in Texas are also learning to read and write, whereas their parents are illiterate. The older generation must be reached and that is a difficult task. The 6.8 per cent of Texas citizens who can not read and write will diminish as the older adults, who never had a chance to secure the rudiments of an education, pass on. It is for us to maintain high standards in the schools of the state and to rigidly compel universal attendance among the young if our illiteracy record is to be what it should be.

"MOST IGNORANT RACE" TRADITION IS DYNAMITED

Government Figures Show Negro Is Not World's Dumbest

By CHARLES E. HALL

WASHINGTON, D. C.—Possibly the greatest and most decisive battle won by our racial group during the past forty years was the fight against illiteracy which has been reduced from 57.1 per cent in 1890 to slightly in excess of 16.3 percent today.

The percent illiterate is now very much lower for the Negro population than it is for those foreign-born white inhabitants of the United States whose country of birth was Italy or Poland, Lithuania, Portugal or Syria, and it is also lower than that for our native Indian, or for the imported Chinese and Hindu inhabitants.

The Census Bureau defines as illiterate any person 10 years of age or over who is not able to read and write, either in English or in some other language. In general, the illiterate population as shown by the Census may be assumed to comprise only those persons who have had no education whatever.

Progress Shown

That we are less illiterate than the inhabitants who were born in the above named countries with their centuries of civilization, not only reflects the past and present educational opportunities but also our purpose to throw off the yoke of ignorance which has so greatly retarded our progress.

Of the 4,283,753 illiterate persons, 10 years old and over, in the United States, 2,198,293 or 56.2 percent are white; 1,513,892 or 35.3 percent are Negro and 362,643 or 8.5 percent belong to other colored races.

Representing only 9.7 percent of the total population, however, it is quite evident that our number of illiterates is still far out of proportion to our population, but due to the fact more than 26 percent of our illiterates are 55 years of age and over it is reasonably to believe, judging from past performance, that within fifteen or twenty years Negro illiterates will be few in number.

Males vs. Females

Although we have 163,000 more females than males 10 years of age and over, there are 90,000 more illiterate Negro males than females in the United States, a condition that can be easily traced to the rural areas of certain states. Among the native whites there is both an excess of males 10 years old and over and of male illiterates.

In 28 states, including all of the Northern states except Iowa and Missouri, and three Southern states, Delaware, Maryland, and West Virginia, and the District of Columbia, the percent illiterate is higher for the foreign-born white than for the Negro population. In Kansas, Washington, and Wyoming the percent illiterate is the same for both groups.

Colorado and California are the only states in the West or Mountain and Pacific geographic divisions, having 10,000 or more Negro inhabitants, and in both of these the percent illiterate is higher for the foreign-born white element.

Lead In New Mexico

New Mexico with less than 3,000 Negroes is the only state in which the percent illiterate for the native white is higher than for the Negro population.

Eight states having 85 percent of the total Negro population of the United States also have approximately 75 percent of our illiterates. South Carolina leads with the highest percent, followed in the order named by Alabama, Louisiana, Mississippi, North Carolina, Georgia, Virginia and Florida.

The percent illiterate of our population in each of the 15 cities having 50,000 or more Negro inhabitants is arranged below by decreasing percent with Birmingham and New Orleans at the top and Chicago and New York at the bottom.

City	Percent illiterate
Birmingham	14.7
New Orleans	13.4
Richmond	12.5
Atlanta	10.4
Memphis	8.1
Houston	7.1
Baltimore	7.0
St. Louis	5.2
Cleveland	4.4
Washington	4.1
Pittsburgh	3.5
Philadelphia	3.0
Detroit	2.7
Chicago	2.2
New York	2.1

Race Is Advancing

In ten of the above 15 cities, including Baltimore, Chicago, Cleveland, Detroit, New Orleans, New York, Philadelphia, Pittsburgh, St. Louis, and Washington, the percent illiterate is lower for the Negro than for the foreign-born white population.

With an increase of 1,428,012 in our population; a substantial decrease in our death rate, accompanied by a decrease of 328,269 in the number of our illiterates during the last Census decade, we are gradually reaching a point in our racial development where our economic progress should be more rapid than in the past.

Brooklyn, N. Y. Eagle

NOV 5 1933

"Segregation" Not to Blame.

At the Interracial Conference of Women at Plymouth Institute there seems to have been a disposition to blame segregation of Negro children in public schools—which prevails all over the South—for the fact that 16 percent of the colored people and only 3 percent of the white people in the United States are illiterates. We cannot think this is a fair view.

It cannot be denied that in a general slump of appropriations for even primary education the Negroes have been the worst sufferers. No one can reasonably question the proposition that Negro schools, particularly in the Cotton States, are and always have been far below the standards for white schools. Government, including school control, is in white hands. The per capita estimates of expenditure for Negro and for white education are unanswerable. And the general depression cutting off a good part of the incomes of former contributors in the North to the cause of Negro schooling in the South has doubtless aggravated a very bad condition of things.

But, granting equality in money spent, equality in the buildings and equipment used, equality in teachers' salaries, segregation may be not an evil, but wise and salutary. In such a discussion there's no use of lugging in "social equality." Children, white or black, go to school to learn things. Quite possibly colored children will learn more things, and learn them more thoroughly, without daily contact with white children and the irritations therein implied. That is a view meriting greater attention than it has received from the educational experts.

Education 1933

Illiteracy

Georgia 8

[redacted], Ga. [redacted]
October 20, 1933

AUGUSTA EDUCATOR PRODUCES FIGURES TO SUPPORT STAND

Macon Leader's Idea Of Consolidation Is Backed By Superintendent

Richmond county stands at the top of the list of Georgia counties in literacy, S. D. Copeland, assistant superintendent of schools, said yesterday in commenting on a remark of Orville A. Park, of Macon, that "Georgia has neglected the education of her children." Mr. Park, according to the Associated Press, made this assertion in addressing a meeting of educators at Cochran.

Mr. Copeland also stated that Georgia schools receive less help from the state than almost every other state in the union. Whereas he pointed out, Richmond county schools in 1932 received about $71,000 in state aid, under the system now in effect in South Carolina, they would have received approximately $145,000. The amount now received from this source, he said, is less than enough to run the county schools one month and a half.

Where Illiteracy Lies

Georgia's high proportion of illiteracy, Mr. Copeland said, can be largely attributed to its Negro population. He referred to a recent conference with Miss Clarice Devere, Richmond county relief administrator, in which it was found that of approximately 1,600 persons signing a relief payroll by mark, 24 were white and 247 colored. This proportion of 10 to one, however, he reduced to three to one by indicating that of a total of 4,600 persons on the relief rolls, 1,300 are white and 3,300 colored.

A plan of consolidation involving a complete revision and rearrangement of the state and county school systems, advocated by Mr. Park, was upheld by Mr. Copeland.

"This plan, or a similar one," Mr Copeland said, "is absolutely necessary if the backward counties of the state are to be raised up. Without state aid, the school system cannot be maintained and some counties will naturally have the advantage of others.'

Figures Show Facts

Richmond county's high place in the literacy scale was indicated by Mr. Copeland with figures from the 1933 school census of the county. Of 10,039 white children and 7,627 colored children under 19 years of age in the county schools, he said, 18 white and 62 colored were unable to read or write when the census was taken last spring.

Much of the progressiveness in Richmond county's school system, which has been increasingly evident year after year, is credited to the farsightedness of Dr. Lawton B. Evans, superintendent of schools.

Atlanta, Ga. Constitution
November [illegible], 1933

MAE HAWES TO SPEAK AT BIG BETHEL TODAY

Mae C. Hawes, director of the adult education program among negroes in Atlanta, sponsored by the American Association for Adult Education, will be the principal speaker at a special service at 11 o'clock this morning at Big Bethel A. M. E. church. Her subject will be: "Patterns of Life as Woven by Some Victorious Personalities."

Education - 1932

North Carolina

Illiteracy

HENDERSONVILLE,
N. C.
TIMES NEWS

AUG 26 1933

ILLITERACY IN NORTH CAROLINA

Prof. S. H. Hobbs, Jr., of the University, in The University News Letter, presents figures on illiteracy in the State, which are surprising in several particulars. Perhaps no citizen without the specific information would guess that the North Carolina county with the lowest percentage of illiteracy is Dare, situated on the coast, and that the county with the second lowest percentage of illiteracy is Henderson, a mountain county.

The percentage of illiteracy in Dare is 4.1; 3.2 for whites and 15.1 for the negroes. In Henderson the percentage of illiteracy is 4.4; 3.5 for whites and 13.1 for negroes.

In percentage of illiteracy Buncombe county is in fourth place in the State; McDowell is seventh, Transylvania is in eleventh place, Rutherford is 31st and Polk is 35th. A majority of the mountain counties make a good showing in this record, due to the fact that the population is overwhelmingly white. In the eastern counties with large negro population the illiteracy figures run high. The largest percentage of illiteracy in the State is in Scotland county, where 10.3 per cent. of the white people and 31. per cent. of the negroes are illiterate. This makes Scotland's showing 22.2 illiterates.

Some of the counties have a slightly lower percentage of white illiteracy than Henderson. For example, Graham's rate for the whites is 3.4; Guilford's rate is 2.9; Durham has a rating of 3.4; Mecklenburg shows 2.2 per cent., and New Hanover, leading the State in white literacy, has only 1.7 per cent. of white illiterates.

Comment by Prof. Hobbs on the showing made by the State as a whole shows that illiteracy is still a big problem in North Carolina. The common school educational progress of the past 25 years, if continued, would in time wipe out illiteracy in North Carolina; but the rate of progress in that direction has not so far been rapid; and any serious slowing down of the public school program means long delay in bringing the State into a condition of complete literacy for the white people; not to speak of the far worse condition of the negroes at the present time.

In his discussion of the subject, Prof. Hobbs says:

Ten per cent of all the people in North Carolina ten years of age and over are illiterate, according to the 1930 census. An illiterate is one who confesses the inability to read and write. How many near-illiterates there are in the state no one knows. But certainly there are far more people who can barely read and write than there are who cannot read and write at all.

All told there are more than 236 thousand people ten years of age and over who are illiterate. There were 241 thousand in 1920. In other words, the number of illiterates declined only slightly. The percent of illiteracy has been on the decline for decades, but there has been little change in the number for a half-century or more.

There are more than 93 thousand native white illiterates in the state. Eighty-three thousand of these are adults, twenty-one years of age and over, and ten thousand are white children from ten to twenty-one years of age. During the last ten years there was a decrease of around eleven thousand in native white illiterates in the state.

There are more than 137 thousand illiterate negroes in the state, or almost exactly one-fifth of all negroes ten years of age and over. The number of illiterate negroes in the state increased by nearly four thousand during the last ten-year period. This was due mainly to large migrations of negroes from Georgia and South Carolina over into the southern part of the Piedmont country. Illiteracy among negroes, as among native whites, is an adult problem. Eighty-five per cent of all illiterate negroes are twenty-one years of age or over. Ninety per cent of all white es ar twenty-one years of age or over.

Illiteracy is more prevalent among males than among females, for both races. For all males 11.2 per cent are illiterate, as against 8.2 per cent for females. There are twenty-five thousand more illiterate males than females in the state.

Dare county has the lowest per cent of illiteracy in the total population of any county in the state, 4.1 per cent. Dare is the only county in North Carolina with an illiteracy ratio below the average for the United States. There is no county in the state with a native white illiteracy rate as low as the national average.

New Hanover county has the lowest native white illiteracy rate, 1.7 per cent. Yancey has the highest native white illiteracy rate, 12.0 per cent.

Dare also has the smallest total number of illiterates with only 161. Mecklenburg with 7,758 has the largest total number of illiterates. There are ten counties in each of which are more than five thousand illiterates.

Scotland county has the highest illiteracy rate, with 22.2 per cent of all whites and negroes ten years of age and over illiterates. This is not due altogether to the large negro ratio in the county. The native white illiteracy rate is 10.3 per cent, and only five counties have higher ratios. Her negro illiteracy rate is 31.4 per cent, the highest of any county in the state that has enough negroes to count.

Illiteracy is still a major problem in North Carolina, as the following brief facts clearly prove:

Only four states have more illiterates, white, negro and foreign-born.

Only one state has a larger number of native white illiterates.

Only three states have higher native white illiteracy rates.

Five states have more illiterate negroes, all with larger negro populations.

Only four states have larger total numbers of illiterates, white, negro, and foreign born, twenty-one years of age and over.

Only one state has more adult native white illiterates.

CONCORD, N. C.
TRIBUNE

AUG 28 1933

ILLITERACY IN OUR STATE.

Writing in The University News Letter, S. H Hobbs, Jr., tells us that ten per cent. of all the people in North Carolina ten years of age and over are illiterate, according to the 1930 census. An illiterate is one who confesses the inability to read and write. How many near-illiterates there are in the state no one knows But certainly there are far more people who can barely read and write than there are who cannot read and write at all.

All told there are more than 236 thousand people ten years of age and over who are illiterate. There were 241 thousand in 1920. In other words, the number of illiterates declined only slightly. The per cent. of illiteracy has been on the decline for decades, but there has been little change in the number for a half century or more.

There are more than 93 thousand native white illiterates in the state. Eighty-three thousand are white children from ten to twenty-one years of age. During the last ten years there was a decrease of around eleven thousand in native white illiterates in the state.

There are more than 137 thousand illiterate negroes in the state, or almost exactly one-fifth of all negroes ten years of age and over. The number of illiterate negroes in the state increased by nearly four thousand during the last ten-year period. This was due mainly to large migrations of negroes from Georgia and South Carolina over into the southern part of the Piedmont country. Illiteracy among negroes, as among native whites, is an adult problem. Eighty-five per cent. of all illiterate negroes are twenty-one years of age or over. Ninety per cent. of all white illiterates are twenty-one years of age or over.

Illiteracy is more prevalent among males than among females, for both races. For all males 11.2 per cent. are illiterate, as against 8.2 per cent. for females. There are twenty-five thousand more illiterate males than females in the state.

Dare county has the lowest per cent. of illiteracy in the total population of any county in the state, 4.1 per cent. Dare is the only county in North Carolina with an illiteracy ratio below the average for the United States. There is no county in the state with a native white illiteracy rate as low as the national average.

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Illiteracy is still a major problem in North Carolina, as the following brief facts clearly prove, says Mr. Hobbs:

Only four states have more illiterates, white, negro and foreign-born.

Only one state has a larger number of native white illiterates.

Only three states have higher native white illiteracy rates.

Five states have more illiterate negroes, all with larger negro populations.

Only four states have larger total numbers of illiterates, white, negro, and foreign-born, twenty-one years of age and over.

Only one state has more adult native white illiterates.

Only two states have higher native white illiteracy rates among the population twenty-one years of age and over.

RALEIGH, N. C.
NEWS OBSERVER

AUG 31 1933

NOT A RACE PROBLEM

Illiteracy in North Carolina is not a Negro problem. It has been three decades since Aycock led his State in the determination that no child should grow up in it without being able to read and write. There were in Aycock's day less enlightened men who only determined that no white man should come of age without the educational qualifications necessary to voting. The Grandfather clause has ceased to be operative in North Carolina by passage of time but white illiteracy has not ended. Illiteracy in North Carolina remains a problem of both races.

Thirty years after Aycock one of every ten white men in Avery, Clay, Madison, Surry, Yancey, Wilkes, Stokes and Scotland counties cannot read or write, One in every twenty white men cannot read or write in fifty-four other North Carolina counties.

Until such a level of illiteracy is wiped out North Carolina can make no sound claim to being an enlightened State.

RALEIGH, N. C.
NEWS OBSERVER

AUG 30 1933

TEACHER TASK AND TEACHER PAY

In view of North Carolina's expression of the worth of the teacher as made in the recently announced schedule of teachers' salaries in the State, it is interesting to consider the facts on illiteracy in North Carolina recently compiled by the University of North Carolina News Letter.

The best paid teacher in the State next year, under the State schedule, will receive $720. She will work against a load of illiteracy greater than in almost any other State. These are the facts:

Only four states have more illiterates, white, Negro and foreign-born.

Only one state has a larger number of native white illiterates.

Only three states have higher native white illiteracy rates.

Five states have more illiterate Negroes, all with larger Negro populations.

Only four states have larger total numbers of illiterates, white, Negro, and foreign-born, twenty-one years of age and over.

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Education - 1933

North Carolina

Illiteracy

Charlotte, N. C. News
Sunday, January 22, 1933

Night School For Negroes

Classes For Adults Begin Tomorrow at Second Ward High School.

Night school for negro adults will be held this winter at the Second Ward Negro high school on South Alexander street beginning tomorrow evening, it was announced yesterday by J. E. Grigsby, principal of the school.

The classes will be given in cooking, sewing, brick masonry and trade mathematics and will be open to any adults who are interested. These are special vocational classes arranged by the fedaral government.

All those interested in enrolling for the classes are to meet in the Second Ward high school auditorium tomorrow evening at 7 o'clock. The classes will be under the direction of Principal J. E. Grigsby.

Night School For Colored People Is Opened In Hickory

Hickory, N. C. Record
Tuesday, February 21, 1933

A class for the instruction of illiterate colored people in Hickory was opened Monday evening at the home of Lillian Cherry, teacher, who will have charge of the instruction. The class is part of a program being sponsored by the federal government for the benefit of uneducated persons throughout the nation.

Although several classes for white people are contemplated in Catawba county as a part of the program, the Hickory class is the only one thus far provided for colored people. The work in this county is under the direction of J. A. Capps, county school superintendent.

All colored persons wishing to avail themselves of the opportunity of taking the instruction are asked to report at the home of the teacher at 519 Twelfth street, Hickory. The courses are offered free. For the convenience of persons who have work, the class will be taught from 7:30 to 9:30 in the evening. It was pointed out that people 60 or more years old have been helped through such instruction and anyone desiring the work may enroll at once.

High Point Enterprise
Monday, March 6, 1933

NIGHT SCHOOL TO BE STARTED FOR COLORED PEOPLE

First Session Will Be Held Tonight At Leonard Street School; Classes To Be Held Twice Weekly

A night school for colored citizens will get underway here tonight and continue for a period of 21 meetings, lasting until about the second week in May, it was learned today from Mrs. Geddie Strickland, director of the High Point night school system.

The colored night school classes will be held twice each week at the Leonard Street school. The classes will be under the direction of Margaret Johnson and Marie Carter, teachers at the Leonard Street school.

The elementary subjects willing be taught. Night school classes for colored citizens were held last year at Fairview Street school. The Night School officials had hoped to hold l sses this year at both Fairview Street and Leonard Street schools, but because of a lack of finances were unable to do so.

All colored persons interested in attending these classes are asked to get in touch with either of the above teachers or with Prof. Whitted at the Leonard Street school. The opening class tonight will convene at 7:30 o'clock.

CONCORD, N. C.
TRIBUNE

JUL 3 1933

ILLITERACY IN STATE.

Only six States have a higher percentage of illiteracy than North Carolina and but four have a greater number of illiterates. These facts were presented by R. M. Grumman, director of the University Extension Division, at an Institute on Adult Illiterary held at Chapel Hill.

Mr. Grumman showed that between 1920 and 1930 North Carolina's percentage of illiterates was decreased only 3.1 per cent. and that the number of negro illiterates showed an increase over that period. Of the 236,361 illiterates in North Carolina in 1930, 93,205 were native born whites of native parentage. The figures showed that Dare county, with 4.1, had the smallest percentage of illiterates in the State, and that Scotland county, with 22.2 per cent., had the highest.

Figures were also presented indicating that counties spending less than $22 per child for education had a decidedly higher percentage of illiterates than those counties paying $31 or more per child. As a remedy to the problem in North Carolina, the speaker suggested building up the rural school system, enforcing the compulsory attendance laws, and providing adult classes to reduce the number of illiterates beyond school age.

Asheville, N. C., Citizen
August 25, 1933

Illiteracy In North Carolina

Declaring that illiteracy is "still a major problem in North Carolina," Professor S. H. Hobbs, Jr., presents, through the University of North Carolina News Letter, the following brief statement of facts in proof of his statement:

Only four states have more illiterates, white, Negro and foreign-born.

Only one state has a large number of native white illiterates.

Only three states have higher native white illiteracy rates.

Five states have more illiterate Negroes, all with larger Negro populations.

Only four states have larger total numbers of illiterates, white, Negro, and foreign-born, twenty-one years of age and over.

Only one state has more adult native white illiterates.

Only two states have higher native white illiteracy rates among the population twenty-one years of age and over.

Professor Hobbs, analyzing the 1930 census figures, and comparing them with the figures for the 1920 census, finds that in North Carolina ten per cent of all the people ten years of age and over are unable to read and write.

The percentage of illiteracy in the State has declined but the actual number of illiterate is almost as great as it was in 1920—236,000 in 1930 as compared with 241,000 in 1920.

There are more than 93,000 native white illiterates in North Carolina, of whom 83,000 are 21 years of age or over, and there are 137,000 illiterate Negroes. The number of illiterate Negroes showed an actual increase of nearly 4,000 during the decade, due to emigration from other States.

Both for whites and for blacks, illiteracy is more prevalent among males than among females.

It is, it appears, the fact that illiteracy among the Negroes is still heavy that makes North Carolina's standing among the States so poor. Illiteracy among native whites declined from 8.2 per cent to 5.6 per cent during the decade; Negro illiteracy was 24.5 per cent of the total colored population in 1920 and 20.6 per cent, or one in five, in 1930.

Illiteracy, as the figures show, is largely an adult problem. All but 34,000 of the illiterates in North Carolina in 1930 were 21 years of age and over. That the adult schools help is indicated by the fact that the percentage of white illiterates in Buncombe County has been reduced in 1930 to 3.7 per cent. Only seven counties in the State had a lower percentage of white illiteracy; and only three other counties, Dare, Henderson and Graham, had as low a percentage of total illiteracy as Buncombe.

Ten years ago it was hoped that illiteracy could be banished from North Carolina before another census was taken. It is still here. The problem continues to challenge us. In the cities good headway has been made toward preventing children from growing up without being able to read and write. Less has been done in the rural sections. What the effect of the letdown in the city schools will be upon illiteracy is a question. It will be remarkable if in existing conditions the cities can keep up adequately the character of the work they have been doing in this or in another direction.

ROCKY MOUNT, N. C.
TELEGRAM

AUG 25 1933

Illiteracy In North Carolina

It is not generally talked and few people know it, but ten per cent of the people in North Carolina above the age of ten years is unable to read and write. Scotland county has the highest per capita illiterate population of any county in the State, but close behind Scotland is Edgecombe. Of the white population of Edgecombe, 5.8 per cent is illiterate; 29.7 per cent of the Negro population is unable to read and write. In short there are 6,679 white and Negro illiterates in Edgecombe; 5,160 in Nash. The percentage of white illiterates in Nash is very nearly as high as that in Edgecombe; but the Negro illiteracy rate is about six per cent lower. These statistics are gleaned from the University of North Carolina News Letter.

Much remains to be done. Contributing factors in the East are tenant farming, the lack of organized effort sufficiently inclusive to stamp out the persistent growth. The average man or woman should be able to learn enough, were they sent to the schools for a year or two when they were children, to escape the classification as illiterates. When one considers that the illiterate is in a foreign country all his life, when one remember that he is totally surrounded by strange things, by grotesque symbols and hieroglyphies he cannot understand, the enormity of illiteracy is more properly understood. The door of enlightment and of understanding is firever closed to the illiterate.

The News Letter furnishes additional statistics:

"Only four states have more illiterates, white, Negro and foreign-born.

"Only one state has a larger number of native white illiterates.

"Only three states have higher native white illiteracy rates.

"Five states have more illiterate Negroes, all with larger Negro populations.

"Only four states have larger total numbers of illiterates, white, Negro, and foreign-born, twenty-one years of age and over.

"Only one state has more adult native white illiterates.

"Only two states have higher native white illiteracy rates among the population twenty-one years of age and over."

There is nothing to be proud of in North Carolina; in Nash and Edgecombe counties we have reason to become active. Something fundamental is lacking in any community in the State or in a nation where boys and girls are permitted to grow to illiterate manhood and womanhood without a hand being raised to prevent it.

Laurinburg, N. C. Exchange
September 7, 1933

Illiteracy in Scotland County

The University News Letter devotes its July 19th issue to a study of the problem of illiteracy in North Carolina, and reaches the conclusion that Scotland county makes the poorest showing of all the counties in the State. Summing up the situation in a paragraph, the editor of The News Letter says:

"Scotland county has the highest illiteracy rate, with 22.2 per cent of all whites and Negroes ten years of age and over illiterate. This is not due altogether to the large Negro ratio in the county. The native white illiteracy rate is 10.3 per cent, and only five counties have higher ratios. Her Negro illiteracy rate is 31.4 per cent, the highest of any county in the State that has enough Negroes to count."

An illiterate, as defined by the Census Bureau, is a person ten years of age or older who confesses inability to read and write. The figures used by The News Letter editor in reaching the foregoing conclusions about the situation in Scotland county are taken from the Federal census reports of 1930. His conclusions may be justified, but evidently they are based on figures and calculations that are inaccurate. For instance he says the total number of illiterates in Scotland county is 3,273 and that this is 22.2 per cent of the population. The 1930 census credited Scotland county with a population of 20,174. Twenty-two and two-tenths percent of that total would be considerably more than the figure named in The News Letter.

But when all allowances have been made, the thoughtful citizen must give pauze to these facts. And the more amazing fact is that in the decade from 1920 to 1930 there was no noticeable decline in illiteracy. What about our great public schools system and our compulsory school attendance laws?

Local authorities say that illiteracy in this county has been augmented in late years by an influx of "aliens," or an element of unlettered and derelict people who got the impression somewhere that Scotland county was a good place to come to in hard times. They came here believing that somehow they would be fed and cared for, no matter how hard the depression might bear down on them. It was Scotland's reputation for charity and her ability to stand up under the depression, say local authorities, that attracted large numbers of delinquents and derelicts here in the last few years.

Opinion is divided as to the value of night schools for adults. Some say they accomplish desired results and others say they are practically worthless. Teaching an adult to read and write is all right perhaps, but it's like daming up a muddy stream. The better way is to purify that stream at the source. And the best strategy in this fight is to get the children in school, all of them, so there will be no crop of adult illiterates in the next decade. Many children were out of school last year, it is reported, because they didn't have clothes and books. The best welfare work that we can do is to get these children in school and keep them there. Otherwise they will become a permanent liability on society when they grow up.

More than 4 per cent of the population of the United States is classed as illiterate. Ten per cent of the population of North Carolina is illiterate, and the University News Letter tells us 22.2 per cent of the population of Scotland county is illiterate.

Education - 1933
Illiteracy

Tennessee.

Columbia, Tenn., Daily Herald
October 14, 1933

COLORED PEOPLE ASK ADULT SCHOOL

Applications Of 32 In Hoover-Mason Section To Be Acted On. Other Classes May Be Organized.

Applications of 32 colored unemployed workers of the Hoover-Mason phosphate mine section near Mt. Pleasant for a school for adults as part of the Federal aid-state program to stamp out illiteracy have been forwarded to the State Department of Education for approval, it was stated this morning by County Superintendent R. L. Thomas.

If approval is forthcoming in time the class will start next week, possibly Monday.

The teacher must be chosen from an unemployed teacher list with the local Re-employment Service.

Other classes, for whites as well as negroes, will be organized in this county under the plan if there is a demand for them, it was indicated today.

Clarksville, Tenn., Chronicle
November 25, 1933

NEGRO ADULT CLASS TO START MONDAY

Registration and class work will begin Monday night at 7:30 o'clock at Burt high school for all the colored people who wish to attend the adult night school. The class will be open to any one who wishes to attend, according to Prof. H. L. Allison, principal of Burt high.

Books and other supplies will be furnished free and reading, writing and arithmetic will be taught along with cooking, sewing, home nursing or other subjects where there is a sufficient demand.

A competent staff of teachers recruited from the ranks of the unemployed tutors of the community will be on hand to organize and instruct the classes.

Chattanooga, Tenn. News
December 4, 1933

ADULT CLASSES TO BE DOUBLED

More Unemployed Will Be Given Benefit of Instruction — Fifteen Already Organized.

With fifteen classes in charge of twenty teachers already organized with a total enrollment of almost 300, plans are being made to double the number of classes for the employed by the latter part of next week, Prof. J. Louis Hair, director of adult education for Hamilton County, announced Saturday.

Colored classes will be organized Monday at Hixson and Bakewell. Other class groups will be formed at Red Bank, Shady Grove and Silverdale. During the past few days a fourth class has been started at Soddy, and adult school work also got under way at Apison, Ooltewah and the Summit Negro school.

Hamilton County is one of the leaders in the adult education movement, which was designed to instruct the unemployed and to give positions to jobless teachers. Other counties have been seeking information concerning the way the schools are operated here, Prof. Hair said.

Interest in the work continues to increase, the director reported. Ninety have enrolled in the four classes at Soddy and sixty are receiving instruction in Daisy's two classes. At East Brainerd, students come to school at 4 p.m. and stay until 8 p.m. All general education classes remain in session for four hours five days a week, while the home-making units have two-hour recitation periods and two hours for project work.

Classes are already in session at the following places: Soddy, four classes; Daisy, two classes; Birchwood, Snow Hill, Apison, Ooltewah, Westview, East Brainerd, Summit, Mowbray and Eastdale.

Education-1933

Illiteracy

Texas.

EL PASO TEX.
HERALD

MAR 24 1933

Why No Better Results?

BECAUSE Texas ranks 35th among the United States in literacy, there is a continual demand for spending more and more money on public schools. It is a critical situation, school proponents argue, when we are forced, by the depression, to reduce school expenditures, in face of a record like that for illiteracy.

On its face, the argument for more spending sounds logical.

But Texas, which ranks ninth in wealth, also ranks ninth in the amount of money, local and state, that is being spent on its schools. In value of school property, it ranks eighth. Taking state expenditures alone, only two states in the Union contribute as high a percentage of total school expenditures.

Then why isn't Texas getting better results from its schools?

Partly, of course—a fact which reflects only indirectly upon the public schools—that low rating in literacy is due to the high percentage, in some sections, of negro and foreign population; partly, in our opinion, it is because we're not getting our money's worth out of school expenditures.

Education - 1933

Illiteracy

Virginia
8

LYNCHBURG, VA
ADVANCE

JAN 3 - 1933

ILLITERACY IN VIRGINIA

The latest issue of the University of Virginia "News Letter" furnishes some interesting as well as startling figures on illiteracy in Virginia. In 1930 there was a total number of 162,588 persons living in this State, ten years of age and over, who were unable to read and write. Although this represents a decline in the number of illiterates over a period of ten years, at the same time only eight commonwealths had a larger percentage of illiteracy than the Old Dominion. Not a record of which to boast.

Analyzing illiteracy as it affects both counties and sections, the "News Letter" says in part:

"The group of counties where illiteracy is for the greatest part confined to native-born whites is in the mountainous section of Southwestern Virginia, known as the Mountain Empire. In this district there are 33,763 persons who are unable to read and write. Only 304 of this number are foreign-born and only 4,602 are Negroes. The remainder of the population is made up of native-born persons of pure Anglo-Saxon stock. They are descendants of men who have been here since the time when our nation won its independence, and have always been known to possess fine physiques and keen minds. What opportunities for an education are afforded are customarily eagerly grasped for, and those who attend college are usually very ambitious. But, due to the broken topography, the sparse population, the small amount of taxable wealth, and the lack of funds among the people themselves there is no method by which an adequate educational program can be carried on. Of course some of the illiteracy may be due to neglected opportunities, but nevertheless the mountain section has the greatest percentage of native-white illiteracy among the several natural regions into which the State may be divided. This area has a total of 28,357 native-white illiterates. The Piedmont section has 7.6 per cent of its total population who are native-white illiterates; the Valley, 6.2 per cent; Middle Virginia, 4.1 per cent; and Tidewater, 3.2 per cent. Therefore, it is evident that native-white illiteracy increases as we move from the eastern Tidewater section of the State to the western mountain region.

"There was a decrease of 2.5 per cent in illiteracy among the one hundred counties of Virginia during the ten years from 1920 to 1930. Eleven counties show an actual increase in the percentage of illiteracy; two remain exactly as they were in 1920; and eighty-seven counties have made progress toward reduction in their rates of illiteracy. The increases have not been very noticeable except in Charlotte county where in 1930, 16.7 per cent of the total population were unable to read and write while in 1920 only 10.3 per cent were classified as illiterate. The other increases ranged from 0.3 per cent in Loudoun county to 3.1 per cent in Patrick. Bath and Craig counties have the same proportion of illiteracy in 1930 that they had in 1920. In all of the other counties there has been a decrease in the percentage of illiteracy. The smallest relative decrease was 0.3 per cent in Grayson, Orange and Prince Edward counties; while Buchanan shows the greatest progress in this particular, with a decrease of 10.1 per cent, followed by Brunswick and Westmoreland, each having 8.6 per cent less illiteracy in 1930 than in 1920.

"Ranked according to the smallest total number of illiterates in the county, Craig is first with 208; Highland, second with 257; Clarke, third with 269; Bland, fourth with 297; and James City, fifth with 341. Pittsylvania has the greatest number over ten years of age who are unable to read and write, 5,991; Halifax is next with 4,115; Wise 3,915; Southampton 3,312 and Mecklenburg 3,174 follow in the order named."

It is frequently argued that Virginia's illiteracy record is due in large part to the fact that the State has a number of Negro inhabitants. The figures presented by the "News Letter" do not bear out that argument. As a matter of fact illiteracy among the Negroes in the State has shown a more marked decline during the decade between 1920 and 1930 than illiteracy among the native Caucasians. The colored rate of decline for the period was 4.3 per cent while the rate for whites was only 1.2 per cent. In other words, the problem of illiteracy cannot be solved by simply eradicating this condition among the Negroes.

Although illiteracy is more prevalent in the counties, particularly those in areas of sparse population, broken topography and relatively little taxable wealth to provide revenue for adequate schooling facilities for the youth as well as illiterate adults, yet the cities face the same problem. Of the 162,000 illiterates more than 30,000 are in the cities. Richmond has 6,380 and Norfolk has 5,000, and Portsmouth 2,710. The illiterates in the other cities number under 2,000, although Lynchburg is close to that mark, as are Roanoke and Petersburg.

We are confident that considerable progress has been made in eradicating illiteracy so far as the younger generations are concerned, as in the past decade greater educational facilities have been provided for boys and girls and stricter enforcement of the compulsory school attendance law has been attempted in many cities and counties though there are still defects in the law which require attention. Progress however, towards the elimination of illiteracy among the adults has not been so rapid and it is among this class of illiterate citizens that more adequate instruction is needed. The stigma of illiteracy ought to be wiped out without any unnecessary delay.

NEWS
STAUNTON, VA.

JAN 28 1933

To Fight Illiteracy

In establishing an eight-weeks' night school for adult illiterates and for those just over the border line of illiteracy, the local Rotary club is rendering a valuable service to the community. How important this service is is shown by the fact that illiteracy is slowly increasing in both city and county. Between 1920 and 1930 Staunton dropped from twelfth to fifteenth place among Virginia cities and Augusta dropped from thirty-fourth to thirty-first place among Virginia counties. There were 554 illiterates in this city (1930 census), of whom over 62 percent were native whites. The percentage of native white illiterates in the county rose from 5.2 in 1920 to 5.5 in 1930 while that of the Negros dropped 1.9 percent for the same period. According to Dean Maphis, of the University of Virginia, the Negroes have done far more toward reducing illiteracy than the white people have.

The situation is both a challenge to us as well as a menace to our democracy. With around one in twenty of our local population shut out from the great common medium of expression, for whom a mayor's or a president's proclamation or a town ordinance is so much Greek, whom the flux of events and opinions that shapes local and national life cannot reach except indirectly or second hand, the local melting pot obviously contains a huge chunk that does not blend very readily. That more than half the chunk is a native product makes it all the worse.

It is a problem that we should have attacked vigorously long ago. The Rotarians are merely living up to their motto in sponsoring an educational program for the special purpose of reaching those unable to read and write the English language. Such program should be put near the top of the calendar of the school authorities as well as of civic organizations and carried through with as little delay as possible. It should also be one step in a broader policy of public education when the country gets firmly on its economic feet again. Sheer illiteracy in English is not the place to stop. It is only the place to begin. The children of the United States are entitled to better schooling, to better ethical as well as mental training than, as a whole, they have yet received. Their claim is the very first claim. For, as has many times been said, illiteracy and near-illiteracy must be wiped out if this country is to continue a successful democratic government.

Florida

Education-1933

Industrial Schools.

Tampa Fla. Tribune
May 1, 1933

No More "Institutions"

A bill has been introduced in the Senate to establish, at or near St. Augustine, an industrial school for negroes.

The state is now maintaining an excellent and adequate college for negroes at Tallahassee. By the way, comparatively, it is rather an expensive school. It costs, according to a report recently made, $1.57 per pupil, as against 93 cents for the State College for Women.

We can see no necessity, especially under present conditions, for another state-supported school, either for negroes or whites. If there is anything the state needs less than another, it's more colleges or "institutions."

Education-Ind

Industrial Schools.

Waynesboro, Ga., Citizen
Friday, January 27, 1933

Meat Canning Begun at Colored Shcool

(BY L. P. MYHAN)

The Vocational Agriculture Cannery at the Waynesboro High & Industrial school is doing a rushing meat canning business this season. Farmers from all over the county are saving all their scrap pork by canning it in jars for future. Others are preparing for the year by canning cows as steak roasts, stew and hash. By doing this the supply of meat is distributed over a longer time and the flavor and freshness are preserved.

To cope with the economic depression that has hit the farmer in the last two or three years, they are using their stored glass jars to can their meat products in. Where the farmer has his jars the cost of canning is very little. One farmer canned a 400 pound beef at a cost of $2.13 by furnishing his own fuel. This meat bought from the market would have cost at least $60.00 if bought as needed at prevailing pricse. But by canning it, the farmer has the same value in meat prepared for table use.

Among the farmers and business taking the advantage of this method of saving meat, are: Dr. H. F. Bent, of Midville, Ga.; Dr. J. M. Byne, Sr., Waynesboro, Ga.; Mr. F. M. Cates, Mr. E. B. Gresham, Mr. E. L. Scott and Melton Sills of Waynesboro and others. The leading officials of the County Board of Education and County Commissioners are back of this movement and it is spreading over the county as a part of the "Live-at-Home" program put into practice by L. P. Myhan who has charge of the Vocational Agricultural work of the county for negro boys. Over two thousand jars of meat have been canned this season and much more will be canned before the coming of the vegetable and fruit season. Plans are under way now to install new equipment for making sausage and hashing pork and beef. All canning is done by L. P. Myhan who is a graduate of Tuskegee and his wife who also took Domestic Science at Tuskegee. Students who are enrolled in this department are taught how to cann along with their regular agricultural training.

Sparta, Georgia Intelligencer
Thursday, February 16, 1933

COLORED AG. SCHOOL WILL HAVE COMMUNITY PROGRAM

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The following program will be rendered:

Song—Audience; Prayer—Rev. Ely; Song—Audience; Address—Charlie Pinkston; Address—Rev. Alex Simmons; Talk—"4-H Club Work"—J. C. Ralston, Negro Farm Agent; Selection—A. & I. Girls Quartette; Talk—"How I Can Fruit"—Martha A Peterson; Talk—"Home Management"—Anna S. Ingraham; Solo—Lucile Schells; Address—Miss Johnnie Gaissert, Supt. of Schools; Selection—A. & I. Boys Quartette; Essay—"Life of George Washington"—Maude Poteete Address—Mr. Leo Mercier, White Farm Agent; Selection—A. & I. Octette.

LINTON S. INGRAHAM, Principal.

Thursday, Feb. 9, 1933

NEGRO SCHOOL WILL APPLY FOR RENEWAL OF CHARTER

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Cordele Ga Dispatch
April 21, 1933

AN URGENT REQUEST

There has come to our notice a request from H. A. Hunt Principal of the Fort Valley Normal and Industrial School in Fort Valley in which he asks that the negro schools throughout the state be given some consideration in case there is any available money to spare for improvement of the negro school yard play grounds.

He makes the plea that in any number of cases these grounds are not even sanitary and that they are badly in need of drainage, being so near the dumping grounds of the city as to render the school of almost no service to those whom they seek to serve. He further requests that the negro schools be given the same consideration as white children have in placing notices bearing such words —"School Drive Slowly"—on the high ways near negro schools.

He says:

"May I venture also as a citizen to ask the influence of your paper in calling attention of good citizens everywhere to the need of seeing that in the "New Deal" so ably advocated by our vigorous president, a "Square Deal" shall be given to Negro workers on relief work projects. I am influenced to make this last plea by an article in one of our dailies which, after reciting the faithful service of all workers some of them in mud and water and without lunch, stated that white men are paid 90 cents a day while Negro men receive 40 cents. Negroes throughout the state will greatly appreciate anything you may do to help in these matters."

Georgia.

His.. requests.. seem.. reasonal enough to us. It should be a pleasur for those in authority to see to it that the negroes be treated fairly and squarely in this matter. If for no other reason than from a selfish standpoint even, for the health of the entire community and civic pride these school grounds and premises should be kept in a sanitary condition and as attractive as possible.

What helps one, helps all, so in helping the negroes to keep their schools in some kind of neat attractive appearance we are helping our own cities all the time and safeguarding our own health from flies mosquitoes and possible malaria. Let us encourage the negroes always in their desire for betterment. It is a worthy ambition to have.

AN IDEA THAT HAS GROWN INTO A FINE INSTITUTION

AUGUSTA is proud, and rightly so, of her schools, both public and private, and this applies to the white as well as the Negro schools.

At this season of the year, when commencement exercises are being held, with thousands of children going into higher grades, or from the lower to the higher schools, the question of education is predominant. The construction of two new grammar schools for the white children, and the planning for two new schools for the colored, are also matters that give emphasis to educational affairs at this moment.

In other words, our schools occupy the center of the public stage. And with this thought in mind, we want to discuss a school that, so far as we know, is unique in this section of the country.

Nearly 50 years ago a young Negro woman, who was born a slave, came to Augusta with an idea. And that idea—the practical education of the Negro youth—has evolved into buildings, school grounds, and a system of education that has attracted wide attention.

The woman we refer to is Principal Lucy C. Laney of the Haines Normal and Industrial Institute, who came to Augusta 50 years ago, and who 47 years ago founded the nucleus of what is today a great institution for the education of Negroes.

Principal Laney was born in Macon, Ga., April 13, 1857. Her mother belonged to the Campbell family and was personal maid to Miss Campbell, a school teacher in Macon. Miss Campbell was a kindly mistress, and taught the daughter of her maid to read and write. The girl's father was a slave who worked for his master during the week and preached to the other slaves on Sunday. He is known as the father of Presbyterianism among his race in Georgia.

Noting the girl's ability, Miss Campbell selected books for her to read, and became interested in her education. Completing high school work at the Lanier High School, she entered Atlanta University at the age of 15. For ten years she taught school in Savannah, Augusta and Milledgeville.

Today the Haines Institute, that began in 1886 in a small way in the day nursery of Christ Presbyterian Church on Telfair Street, having but a handful of pupils, and grew into a larger institution in a dwelling on Calhoun Street that the late Wm. Edward Ward Platt donated out on Gwinnett Street. The school has buildings that cost many thousands of dollars, donated principally by white friends of the school, and this year graduated a class of nearly 50.

At this time the Institute is partially supported by the Presbyterian Board of National Missions and the balance comes from voluntary subscriptions. Six hundred young men and women have graduated from the school, and over 200 of these live in Augusta, 48 teaching now in the public schools here. The others are occupied as nurses, salesmen, dressmakers, carpenters, brickmasons, dentists, and some have businesses of their own, and a variety of other trades and professions, and a variety of other trades and professions.

The Herald feels that Principal Laney has done a magnificent job as an educator. She had an idea that she believed in and had the energy, the courage and the ability to see it through. The story of the reverses she has met and the obstacles overcome would perhaps fill a book. And no doubt it would make interesting reading. She possesses a number of degrees conferred upon her by schools in many parts of the country.

Principal Laney is now 76 years old and, we are told, is critically ill. So far as she is concerned, words of approval at this time are worth little, but no doubt her days will be made brighter if she knows that her work is securing the recognition it deserves and that the community stands prepared to support the institution which represents her life's work.

The **Herald** has commented before upon the fine work that our city's colored leaders are a sensible and conservative group of citizens. The Haines Institute has contributed in no small way to the development and extension of this sentiment.

Education-12

Industrial Schools.

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AN IDEA THAT HAS GROWN INTO A FINE INSTITUTION

AUGUSTA is proud, and rightly so, of her schools, both public and private, and this applies to the white as well as the Negro schools.

At this season of the year, when commencement exercises are being held, with thousands of children going into higher grades, or from the lower to the higher schools, the question of education is predominant. The construction of two new grammar schools for the white children, and the planning for two new schools for the colored, are also matters that give emphasis to educational affairs at this moment.

In other words, our schools occupy the center of the public stage. And with this thought in mind, we want to discuss a school that, so far as we know, is unique in this section of the country.

Nearly 50 years ago a young Negro woman, who was born a slave, came to Augusta with an idea. And that idea—the practical education of the Negro youth—has evolved into buildings, school grounds, and a system of education that has attracted wide attention.

The woman we refer to is Principal Lucy C. Laney of the Haines Normal and Industrial Institute, who came to Augusta 50 years ago, and who 47 years ago founded the nucleus of what is today a great institution for the education of Negroes.

Principal Laney was born in Macon, Ga., April 13, 1857. Her mother belonged to the Campbell family and was personal maid to Miss Campbell, a school teacher in Macon. Miss Campbell was a kindly mistress, and taught the daughter of her maid to read and write. The girl's father was a slave who worked for his master pils, and grew into a larger institution in a dwelling on during the week and preached to the other slaves on Calhoun Street that the late Wm. Edward Platt donat- Sunday. He is known as the father of Presbyterianismed, is represented by an expansive plant out on Gwinnett a book. And no doubt it would make interesting reading. She possesses a number of degrees conferred upon her by schools in many parts of the country.

Principal Laney is now 76 years old and, we are t is critically ill. So far as she is concerned, words of proval at this time are worth little, but no doubt her days will be made brighter if she knows that her w is securing the recognition it deserves and that the c munity stands prepared to support the institution w represents her life's work.

The **Herald** has commented before upon the fine i tions existing between the races in Augusta, and the that our city's colored leaders are a sensible and con- servative group of citizens. The Haines Institute has contributed in no small way to the development and extension of this sentiment.

Among the girl's ability, Miss Campbell selected books for her to read, and became interested in her education. Completing high school work at the Lanier High School, she entered Atlanta University at the age of 15. For ten years she taught school in Savannah, Augusta and Milledgeville.

Today the Haines Institute, that began in 1886 in a small way in the day nursery of Christ Presbyterian Church on Telfair Street, having but a handful of pupils, of dollars, donated principally by white friends of the school, and this year graduated a class of nearly 50. At this time the Institute is partially supported by the Presbyterian Board of National Missions and the balance comes from voluntary subscriptions. Six hundred young men and women have graduated from the school, and over 200 of these live in Augusta, 48 teaching now in the public schools here. The others are occupied as nurses, salesmen, dressmakers, brickmasons, carpenters, brickmakers, dressmakers, and a variety of other trades and professions, and some have businesses of their own. The Herald feels that Principal Laney has done magnificent job as an educator. She had an idea that she believed in and had the energy, the courage and the ability to see it through. The story of the reverses she has met and the obstacles overcome would perhaps fill a book. And no doubt it would make interesting reading. She possesses a number of degrees conferred upon her by schools in many parts of the country.

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Savannah, Ga., News
June 23, 1933

J. G. LEMON SPEAKS AT STATE COLLEGE

Urges Co-operation Among People to Better Selves

J. G. Lemon, attorney-at-law, spoke to the summer school students at the Georgia State Industrial College yesterday. Lawyer Lemon emphasized the need of co-operation between the white and colored people of the country, especially the South. He cited, as an example, the project of co-operation which is being attempted in Savannah and suggested that the teachers who are attending this summer school will go back to their various communities and make some effort to improve the home, health and educational conditions of the people in the communities in which they live and work, when need of such improvements is evidenced.

He spoke highly of the work that the Georgia State Industrial College is doing to develop the spirit of co-operation and leadership among the boys and girls who receive their training at that institution. Among other things, Lawyer Lemon stated: "I believe that the salvation of our people rests with the teachers. In times like these, the challenge is to the teachers of our children to direct the people and lead them out of difficulty. It is their task to develop leaders in the communities who will co-operate in every project undertaken. Our people, no doubt would have been in a better position today if they had followed the advice which Booker T. Washington gave thirty-eight years ago. We have got to 'cast down our buckets where we are.' The success of the negro depends on his remaining in the South and co-operating with the white men; the success of the white man depends on his co-operation with the negro."

Educational

Industrial Schools.

MASON CITY, IA.
GLOBE GAZETTE

JUL 11 1933

A SCHOOL'S IDEALS

NORTH Iowans who have watched Lawrence C. Jones in his remarkable venture in making good citizens of the Negro boys and girls of Mississippi at Piney Woods school will be interested in the aims and purposes of his institution as they are set forth in the following article by the former Iowan in his little publication, "The Pine Torch," under heading of "A Study in Values:"

"Just as the church is not an organization to make money, and it fails in its purpose when its directors are chosen for their ability to make money, so Piney Woods school is not an institution such as secular ones.

"The way of the world is to choose the fittest, leaving the unfit to be cared for as charities, pushed aside, finally gathered together in institutions and treated as dependents.

"The way of real charity—the way of Christ, would be to see in each 'the image of his Maker,' and to treat him as such. Love and understanding is the only way this can be done—love and understanding of each separate individual, and charity enough to choose the good and let the poorer parts take care of themselves.

"Thus only would Christ do it. He sees other values than those of the dollar. But He does say—'Seek you first, righteousness, and these things shall be added unto you.'

"So Piney Woods School should be run with 'opportunity' as the keynote, not 'efficiency.' Unless we do this we fail completely in the aim.

"Make for thy brother holy garments.
Of love and understanding shalt thou make them,
Beholding in him the image of his Maker."

"So the poor mentally, the lame, the ones whom the rest of the world pushes aside, should find their place here and be tolerated and loved and taught to be useful. Workers should be allowed to come who need what Piney Woods can do for them, both in mending their spirits and giving them inspiration, and in awakening in them the right attitude toward mankind. Perhaps they should not always stay here—after lighting their candle at this light they should go on back into the world to carry this light to others.

"One visitor who came here said of Piney Woods—'They are different than any place I have ever seen people; they all seem to go around trying to see what they can do to make the other one happy.' That is as it should be."

Mr. Jones, who has been a visitor in Mason City many times, is a former resident of Marshalltown. He was graduated from the University of Iowa some twenty years ago and found his notable niche in life at Piney Woods. Financial help extended to this school has been a most satisfying philanthropy for dozens of Iowans down through the years. It is given to few to extend a helping hand as Lawrence Jones has at his little institution deep in the southland.

Education – 1933

Industrial Schools.

North Carolina

Smithfield, N. C. Herald
Friday, February 24, 1933

MUSICAL PROGRAM AT NEGRO TRAINING SCHOOL

By W. R. Collins, Principal

The athletic association of the Johnston County Training School will feature a special musical program Sunday afternoon at 3:30 o'clock in the school auditorium. This musical program will consist of a quartette contest for city championship. Four quartettes will enter the contest representing Smithfield. Selma, Clayton, Four Oaks and Wilson's Mills are expected to send representatives. We have secured the services of a competent musician to act as judge for this contest which promises to be one of the best musical programs to be presented by the school this term.

The winning quartette will be given prizes. The members of this winning quartette will be rated as 1st, 2nd, 3rd, and 4th and the prizes will be awarded on the basis of their value to the persons thus selected. These handsome prizes are offered by W. J. Huntley, Hudson-Belk, by Mr. Allen, and Peedin & Peterson. We wish to thank these persons for their assistance in making such a program possible for the music loving public of Smithfield and vicinity.

We are always anxious and persistent in extending our invitation to the white people to share with us the programs that we consider of an exceptional nature. To this end we are always willing to make special reservations for them as an expression of our desire to have them enjoy our special programs. It is encouraging to have you with us. Please accept this as our invitation to you to be with us Sunday in this initial program.

The athletic association is at present handicapped with a few outstanding accounts, which we desire so much to have cleared up by the close of school this year. The proceeds from the program emphasized will be applied on such accounts. The general admission for everybody will be five cents. Do not make the mistake to judge the contents of the program on the basis of the admission. It is a depression price for a fifty cent program. We hope to have you with us.

Winston-Salem, N. C. Sentinel
Wednesday, March 8, 1933

HAMPTON SINGERS IN TWO PROGRAMS HERE; WORK IS EXPLAINED

Two large and appreciative audiences enjoyed programs of Negro spirituals presented Tuesday afternoon at the Reynolds Auditorium and in the evening at Salem College by the Hampton Institute Quartet. The program was arranged and offered complimentary by the North Carolina Commission on Inter-Racial Co-operation, of which L. R. Reynolds is director. It was divided into three portions, and during the two interlude periods short talks were made by a representative of the commission and by a graduate of the institution.

The quartet travels nine months of the year visiting universities, colleges and schools and frequently it appears in private homes. Last January the group sang at the annual reception of the executive mansion by the then Governor Franklin D. Roosevelt, and to members of the New York state legislature.

The purpose of the group is to bring about a more intelligent understanding between races through educational methods. It is felt the musical programs by the singers, and the short talks telling of what is being accomplished at this institute and others for Negroes, will be of great benefit toward this end.

These four musicians, one of them having been a singer for Hampton school for forty-eight years, sung the spirituals as they are sung by real Negroes. They have been preserved in their original form, and it was a treat to hear them in this manner since so many current attempts are being made to "improve" upon them, thus destroying them as they are intended to be

Education-1933

Pennsylvania

Industrial Schools.

PHILADELPHIA, PA.
MORNING PUBLIC LEDGER

FEB 26 1933

NEGRO EDUCATORS PLAN JOB SURVEY

Committee to Study Needs in Training Youth to Hold Positions in Industry

MEETS HERE WEDNESDAY

By JOSEPH V. BAKER

The Downingtown Industrial School headed by J. H. N. Waring, Jr., has stepped to the fore in an effort to throw some light on a subject that is prominent in public discussion at the present time—the matter of industrial education and what its expansion offers as a possible help for present industrial ills.

In setting out to do this the school has invited a working committee of persons closely connected with education and the immediate needs of Negro boys and girls, not only in their sections, but throughout the country, to co-operate in making a three months' research of industrial trends with a view toward making a comprehensive report at the end of that period on what seems most advisable in the matter of industrial education, especially in Northern districts.

The working committee will begin formulating plans at its meeting in the Southwest Building of the Y. W. C. A. next Wednesday afternoon, one of its first moves being to request a group of outstanding educators to act as an advisory council for the survey.

Specialists to Serve

In making its announcement the committee did not make known the names of the advisory council, but it is known that the group will include specialists in industrial work and economists from Columbia University, Hampton and Tuskegee Institutes, the University of Pennsylvania, Drexel Institute and possibly Carnegie Institute of Technology.

The co-operative group will be asked from time to time to give advice upon matters relating to the work of the working committee and to offer conclusions when the committee has completed its report which will be made public near the end of May.

As announced by the school's administration early this week, the working committee, headed by Arthur Huff Fauset, principal of the Joseph Singerly Public School, consists of Leander G. Logan, head of the Department of Industrial Arts, Cheyney State Teachers College; Mrs. Blanche William Anderson, principal of Berean Manual Training School, Philadelphia; Donald W. Wyatt, industrial and research secretary of the Armstrong Association, Philadelphia; Miss Claudia Grant, assistant at Whittier Center, Philadelphia, and J. H. N. Waring, Downingtown.

In requesting the members of the committee to serve, the Pennsylvania school's administration said that it felt that "now, more than ever, the time is ripe when those who are interested in the industrial future of Negroes should come together in an effort to ascertain just what possibilities for development along this line are afforded."

Modern Trends Studied

In outlining the work it was pointed out that "the main object of this committee's work will be merely to study the most modern trends in vocational and industrial work, and basing its conclusions upon the facts found, to offer suggestions and counsel to schools and agencies which have to do with this kind of work as to most pressing needs in the field."

Among the phases to be studied, in connection with the advisory council, are: Vocational education in relation to business and economic trends, race relations and vocational education, and labor problems.

In commenting upon the attitudes taken by those to whom requests for co-operation were sent, the Downingtown principal said: "Unquestionably, the Negro worker has reached an industrial crisis—an impasse, as it were—and the question highly imminent at this time is whether the educational system, as it is organized today, is preparing him to survive that crisis, and the hearty responses from those invited to participate in this study indicates an appreciation on the part of Negro educators of the vital importance of determining the place of vocational training in schools attended by Negroes."

The committee will meet twice each month until the first report is made.

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PHILADELPHIA, PA.
MORNING PUBLIC LEDGER
OCT 29 1933

NEGRO AID ASKED FOR STATE LOAN

Failure to Borrow $25,000,000 Would Cripple Work of Institutions

SERVICES FOR EDUCATOR

By JOSEPH BAKER

Two important Negro institutions of Pennsylvania will meet a serious financial difficulty if Amendment 8 of the proposed group to be added to the State Constitution is not passed. They are Mercy Hospital and School for Nurses, 50th street and Woodland avenue, Philadelphia, and the Downingtown Industrial School.

In a statement in which he asked Negroes throughout the State to vote for the amendment, Prof. J. H. N. Waring, Jr., principal of the Downingtown school, said:

"Downingtown would virtually be crippled to a point of having to close its doors if the already totally inadequate appropriation were cut by one-third, which is the exact amount the school would lose if the measure, which authorizes the Governor, Auditor General and State Treasurer to borrow, at most, $25,000,000 to defray the expenses of the Government in the present biennium, is killed."

Dr. Henry Minton, superintendent of Mercy Hospital, pointed out that his institution would suffer for a loss of upward of $15,000 already counted upon in its budget if the issue failed, and added that some of the work now being done by the hospital would have to be put on a more limited basis. The physician said he deplored, most of all, the possibility of having to curtail any of the charitable work the hospital has been able to do for unfortunates during the depression years.

Both these institutions, according to the annual reports made public recently, have played important roles in the life of Pennsylvania Negroes in the last four years.

Education-1933

Industrial Schools.

South Carolina

COLUMBIA, S. C.
STATE

SEP 22 1933

Voorhees N. and I. School.

To the Editor of The State:

We appreciate the publication of the matter submitted by Prof. I. M. A. Myers concerning the Voorhees school, but through some error in information, Professor Myers made one or two statements that I am forced to correct. We are not anxious to have anyone misunderstand our situation here.

Students began to arrive three days after Professor Myers left here, but the school does not officially open until September 25.

Second, Mr. and Mrs. Voorhees gave approximately $400,000 across a period of 25 years for the beginning and maintenance of the Voorhees school.

Third, my statement to Professor Myers was that Bishop Finlay, chairman of the board, and Bishop Thomas vice chairman, together with the other trustees, have been most helpful in helping us to put over our present program, which we never could have done but for the further assistance and the direct guidance and help of the Rev. Dr. Robert W. Patton of New York, director of the American Church Institute for Negroes.

Lastly, our plant is not worth $400,000, but approximately $225,000—$179,000 in buildings, $20,000 in land and approximately $25,000 in equipment.

While I regret to seem to contradict Professor Myers, it would never do to have the wrong information about the Voorhees school published in the newspapers. We are anxious to state exact facts whenever any statement at all is made in newspapers. I thank you very much for the publication of the matter sent by Professor Myers, and I also thank him for his kind thought in putting us in print, but it would never do to have the trustees or the public in general get the impression that we would allow misinformation to go uncorrected, when it is published in an important paper like The State.

J. E. BLANTON,
Principal.

Denmark.

Charleston, S. C., News & Courier
September 18, 1933

BEAUFORT SCHOOL SELF-SUPPORTING

Institution, Started in 1902 by Mrs. Christensen, Trains 248 Negroes Yearly

Beaufort, Sept. 17.—Special: The Beaufort County Training school an institution for negroes located just off the highway a few miles out of Beaufort, had its origin in a little fund begun by Mrs. Neils Christensen, Sr., from the proceeds of the sale of a series of negro stories to northern papers many years ago. The stories, which were of the Uncle Remus type and preceded them, were later published in book form and the money from this little book was set aside by Mrs. Christensen. She had in mind a hazy notion of doing something for the island negroes of this section, but did not know what.

Time went on and Mrs. Christensen spoke of her idea to northern friends. Contributions were received and added to the fund and Mrs. Christensen began to observe the plight of the many little pickaninnies who came into Beaufort during the winter months selling little bundles of kindling. Her idea crystallized itself and it was these little negroes that she decided to help with her fund.

Her idea evolved itself into a school, where these children could be taught how to farm and cook and live in better surroundings. Consequently, the Port Royal Agricultural school was started in a negro church on Laurel Bay plantation in 1902. Two years later it was moved to its present location where 200 acres of land had been purchased. Later, through the efforts of several interested persons including Thomas Lee, money for the purchase of 600 additional acres was obtained.

In Public School System

The trustees of the Port Royal Agricultural school, then donated fifty acres of land and two buildings of the school to Beaufort county and in 1916 it became a part of the public school system. The buildings were erected with combined monies donated by the trustees of the Port Royal Agricultural school, the General Education board, the Rosenwald fund, the state and county.

Trustees of the school wrote to Booker T. Washington to suggest someone to run the school and he sent J. S. Shanklin, who has been here ever since. The plant, which is valued conservatively at $25,000, consists of two dormitories, an excellent school building of six class rooms, auditorium, library and office, kitchen and dining room, laundry, work shop, poultry house and barn.

Children attend this school for miles around, some of them walking as much as four miles daily. The total enrollment is 248 this year. There are accommodations for only thirty boarding students. These pay two dollars entrance fee and six dollars a month board. Some of them stay all the year round. They do the work about the place on the thirty-acre farm, which the school operates both as a model and as a means of livelihood. There is a twenty-acre pecan orchard and the rest of the land is woodland. From this the school gets its firewood and when its dining room and kitchen were burned last year, a laundry was erected on the spot with logs cut from the place. A new dining room and kitchen were built with R. F. C. labor.

200 Chickens at Institution

There are about 200 chickens at the school, two mules, eight cows and hogs. There is a corn mill and other necessary farm equipment. Sufficient food stuff is raised for the stock, as well as food for the children. Part of the truck crop is also shipped each year, thus bringing in some cash. The surplus vegetables and fruit are canned at the canning plant the school has, the girls doing the work under the supervision of the wife of the superintendent of the school. Five hundred new cans were purchased this year and all of these fileld with vegetables and fruits, in addition to a number of glass containers. About 500 cans of vegetables and fruit were destroyed during the fire.

There are eight teachers in the school, whose salaries are paid by the county. One of the teachers is Shanklin's son, who is a recent graduate of Tuskegee institute. His daughter is now at school in Orangeburg.

The school takes its pupils from the first through the tenth grades and thus fits them to farm capably and to make good housekeepers. A number of the boys at this school have taken the course in domestic science and become expert cooks in hotels and restaurants or homes.

With the tuition and other help which the school gets at times, it manages to be a self-supporting institution. It makes its own living out of its farm and its products. The idea in buying the large tract of land for the school was to raise cattle, but as yet, this plan has not worked out, the large investment required for this venture not seeming justified. However, the school is growing and much hope is held for it by its sponsors.

Education - 1933

Industrial Schools.

Tennessee

Memphis, Tenn., Commercial Appeal
September 16, 1933

GRAND JURY REPORTS HAZARDS AT SCHOOL

Negro County Dormitory Condemned in Report.

In sharp contrast to words of praise for most Shelby County institutions, the grand jury condemned the negro dormitory of the County Training ~~and~~ Agricultural School yesterday in the final report of the term. The report was made to Judge Wallace.

Criticism of the dormitory has been a part of each grand jury report in recent years, but the report of yesterday went so far as to say:

"We find this building absolutely inadequate in every respect and a fire hazard. Also, we understand that this building has been condemned for the past five or six years and is only kept standing by very frequent repairs. This building should be torn down and replaced with a fireproof structure," said the report, which was signed by J. Thomas Wellford, grand jury foreman, and the following members of the jury: George C. Borner, H. B. McCoy, H. V. Griffin, William A Lowenburg, Dominic Musso, D. O. Andrews, John H. Viser and L. J. Moss, as well as members of the jury panel who served on the grand jury yesterday, A. W. Oberle, C. L. Williss, Fred McDonald, Jr., and George P. Phillips.

The grand jurors commended the management of the training school, saying that splendid work is being done, considering the inadequate facilities. They suggested an increase in the allotment of county funds to the school.

Words of praise were given the Shelby County Hospital, and praise of the Shelby County penal farm included the statement that in a majority of cases prisoners have more comfort and conveniences than they have at their homes.

Need of a new juvenile court building was pointed out, but work of the court and conditions in the present building were commended.

The main part of General Hospital is antiquated, inadequate and overcrowded, the grand jurors found. They reported that some wards have nearly twice as many patients as they were intended to accommodate, but that the hospital is neat and clean and that there is an orderly administration of medical duties.

Of the jail and criminal courts building the grand jurors said that there did not seem to be enough elevator accommodations, and that prisoners' mattresses did not appear to be clean.

For the Oakville sanitarium, the police station and the courthouse, the grand jurors had only words of praise. The grand jurors ended their report by suggesting that more residents of the city and county visit and inseptc the tax-supported institutions

Education- 1933

Virginia
6

Industrial Schools.

Suffolk, Va., News-Herald
May 27, 1933

N.C.I. APPROVED BY STATE BOARD

Local Negro Institution Approved As Standard Normal School by Board Education At Richmond Yesterday.

Nansemond Collegiate Institute, local Negro normal and high school, was yesterday approved by the Virginia Board of Education as a standard two-year school.

The Institute has been on the approved list for the past year n addition to its regular winter session, the school conducts a summer school for the professional instruction of teachers.

William Huskerson, president of the Institute, said today that announcements of the summer session have already been mailed out. The fact that the school will again be on the approved list means that Negro teachers who attend the summer session will receive professional credits for the maintenance or elevation of their certificates for teaching.

JIM CROW SIGNS IN HOSPITAL IRK HAMPTON

Afro-American
6-17-33

Segregation on Campus Site Regarded as Bad Example.

Baltimore, Md.

PRESIDENT HOWE EXPLAINS STATUS

Not Hampton Controlled but Has Students.

Staff Correspondence

HAMPTON, Va.—A hospital serving both races on a site formerly a part of the campus of Hampton Institute and in which hang Jim Crow signs, reading "For Whites" and "For Colored", continues to be one of the irking factors of discontent in this famous institution.

Despite the fact that President Howe, the white superintendent of the hospital and members of the executive board of the institution sa Dr. Robert R. Moton have done a number of things to throw oil on the troubled waters of controversy and rumbling about this hospital, it still is a cancer which may work its way to the surface at any time.

For Both Races

Under an arrangement with the institution the city and county provided the funds with which the building was constructed for the hospital which was designed to serve both races. At the outset local whites insisted that separate arrangements be made throughout the building for both races. Under this arrangement separate waiting rooms for white and colored were provided, the first floor designated for colored patients, the second for whites while on the third floor there are separate maternity wards for white and colored mothers.

In appointments, the size and equipment of wards for the two races are identical. The second floor is practically the same in structure as the first, and while on the third floor the white and colored mothers have separate wards, the babies of both races live their first hours or weeks of existence side by side. On the day the hospital was visited by the writer, there were three babies in the nursery, two white and one colored, with the colored baby resting peacefully in the middle of the trio.

Waiting Rooms

A stranger entering the hospital would not at first glance recognize that the arrangement was one prompted by Mr. James Crow. The white superintendent, a versatile woman from Massachusetts, will explain, if you ask, that the two waiting rooms are not there by the wishes of the Hampton or the Dixie Hospital authorities, but are the requirement of a state law.

On this point, however, you will find disagreement. There is no law on the statute books of the state of Virginia requiring hospitals to maintain separate waiting rooms. There is a Jim Crow law which provides for separation on public carriers and the one passed as a result of the refusal of Hampton authorities to separate the races in the institution's auditorium, but there is no law which seems to cover the hospital case. There is the agreement, however, said to have been entered into by Hampton and the whites of the surrounding towns, to separate the races in Dixie Hospital. At first this agreement contemplated placarded waiting rooms, it was said, but this was not done. At the present time, and in the writer's case , at least, there was no effort to direct one to a "colored" waiting room. We learned, however, from reliable sources that it is the practice of the attendants, in cases where a white person is in one of the waiting rooms, and a colored patron comes in, to conduct the latter to the other waiting room.

Jim Crow Signs

In the toilet arrangement in the basement of the building there is however, no question about the arrangement. On the panels of the doors are metal placards reading "For Whites" and "For Colored".

There are also separate rest rooms for the supervising white nurses and the Hampton student nurses. The colored student nurses have their rest room in the basement and they come from the dormitories across the campus, entering the hospital by a rear door.

The Superintendent of the hospital, however, denied that student nurses are required to enter the hospital through this back door. President Howe stated that the entrance was a natural one of convenience.

Colored on Staff

The same separation of races which divides the hospital into sections for white and sections for colored, of course obtains in the case of the colored staff. They bring in and treat colored patients.

Those on the staff at present are Dr. R. A. B. Lloyd, 8 South Mallory Street, Pheobus; Dr. Burl Bassette, 213 N. King Street, Hampton; Dr. Anderson Scott, 249 W. Queen Street, Hampton, and Dr. Alexander C. Davis, 174 W. Queen Street, Hampton.

Many friends of the institution pointed out to the correspondent that the existence of any type of Jim Crow institution on the campus or officially connected with Hampton Institute should not be tolerated. To bow thus to the mandates of the Southern tradition and carry Jim Crow into Hampton is like carrying it into the homes of colored folk, they point out and is bound to have a weakening effect on the leaders Hampton will send out.

While the authorities of Hampton seem to be trying hard to keep the segregation rules in the background and give them as little force as possible, they are there and react directly or indirectly against every phase of the institution life on the campus. There are many who question the value of a nurse training set-up which engenders so much deep-seated racial friction, and particularly racial resentment to having the Southern tradition flaunted in a school set aside for the education of colored youth.

Indefensible and Unfriendly

The reasons given by the board of trustees of the Virginia Manual Labor School at Hanover and the Virginia Industrial School for Colored Girls at Peaks, for naming white persons as resident physician and purchasing agent for the two institutions are excuses pure and simple and are lacking in logic and contrary to fact.

Clarke

The excuses offered in the meeting on July 12 are based upon the error that color plays an important part in determining the fitness and capacity of persons for responsible positions and for the performance of important tasks. The majority members of this board are apparently ardent believers in the overseer system which is a by-product of slavery, for this is the only plausible excuse which can be given for placing inexperienced white youngsters over experienced Negro executives who have demonstrated their ability and efficiency. It is denied by the board that this is being done or that there is any change in the policy regarding the managing personnel of these two institutions. The facts in the case, however, and the attitude of white Virginians as to the proper place for Negroes when brought into contact with whites dispute these assertions of the board. Will the Governor of Virginia or Director A. W. James, who is seemingly the moving spirit behind these changes, be willing to assert that it is their intention that the usual rule of rank is to apply in this case and that these two white attaches are to take orders from Negro superintendents and are to recognize them as their superior officers?

Virginia, unfortunately, is a Jim Crow State, and since Negroes suffer all of the disadvantages and injustices from the system, contrived and enforced by the white majority, Negroes are perfectly within their rights in insisting that if and when any advantages ensue from the system, they become the beneficiaries thereof. This applies with full force to the present situation. If there are any jobs open in Jim Crow institutions, since such institutions are deemed necessary by the whites in accordance with their idea of racial contacts, then these jobs belong to Negroes.

Director James avers that the step is taken in the interest of economy and efficiency. In this connection The Richmond Planet reads into the record the following comparative figures copied from the 22nd annual report of the State Department of Public Welfare of Virginia, of which Mr. James is director.

Richmond Planet

He must certainly be familiar with these figures:

Comparative Figures

WHITE

Virginia Industrial School, Maidens, Va.	Appropriation for—
280 boys	$96,770.00
Per capital cost	348.73

COLORED

Virginia Manual Labor School, Hanover, Va.	Appropriation for—
250 boys	$65,345.00
Per capital cost	225.42

A more recent tabulation of the appropriation and of the per capita cost of these institutions for under-privileged boys since the reduction in the original appropriations is as follows:

WHITE

Appropriation for 250 boys	$87,720.00
For personal service	128.39
Food supplies	88.83
Fuel supplies	10.36
Wearing apparel	13.69
General supplies	45.90
Material	6.43
Equipment	12.20
Daily per capita fod cost	.243

COLORED

Appropriation for 220 boys	$47,645.00
For personal service	82.44
Food supplies	53.54
Fuel supplies	5.22
Wearing apparel	16.46
General supplies	25.59
Material	13.28
Equipment	8.00
Daily per capital food cost	.146

The figures bearing upon the operation of

Education - 1933

Industrial Schools.

Virginia

Suffolk, Va., News-Herald
May 27, 1933

N.C.I. APPROVED BY STATE BOARD

Local Negro Institution Approved As Standard Normal School by Board Education At Richmond Yesterday.

Nansemond Collegiate Institute, local Negro normal and high school, was yesterday approved by the Virginia Board of Education as a standard two-year school.

The Institute has been on the approved list for the past year n addition to its regular winter session, the school conducts a summer school for the professional instruction of teachers.

William Huskerson, president of the Institute, said today that announcements of the summer session have already been mailed out. The fact that the school will again be on the approved list means that Negro teachers who attend the summer session will receive professional credits for the maintenance or elevation of their certificates for teaching.

JIM CROW SIGNS IN HOSPITAL IRK HAMPTON

Afro-American 6-17-33

Segregation on Campus Site Regarded as Bad Example.

By Telephone to Afro.

PRESIDENT HOWE EXPLAINS STATUS

Not Hampton Controlled but Has Students.

Staff Correspondence

HAMPTON, Va.—A hospital serving both races on a site formerly a part of the campus of Hampton Institute and in which hang Jim Crow signs, reading "For Whites" and "For Colored". continues to be one of the irking factors of discontent in this famous institution.

Despite the fact that President Howe, the white superintendent of the hospital and members of the executive board of the institution sa Dr. Robert R. Moton have done a number of things to throw oil on the troubled waters of controversy and rumbling about this hospital, it still is a cancer which may work its way to the surface at any time.

For Both Races

Under an arrangement with the institution the city and county provided the funds with which the building was constructed for the hospital which was designed to serve both races. At the outset local whites insisted that separate arrangements be made throughout the building for both races. Under this arrangement separate waiting rooms for white and colored were provided, the first floor designated for colored patients, the second for whites while on the third floor there are separate maternity wards for white and colored mothers.

In appointments, the size and equipment of wards for the two races are identical. The second floor is practically the same in structure as the first, and while on the third floor the white and colored mothers have separate wards, the babies of both races live their first hours or weeks of existence side by side. On the day the hospital was visited by the writer, there were three babies in the nursery, two white and one colored, with the colored baby resting peacefully in the middle of the trio.

Waiting Rooms

A stranger entering the hospital would not at first glance recognize that the arrangement was one prompted by Mr. James Crow. The white superintendent, a versatile woman from Massachusetts, will explain, if you ask, that the two waiting rooms are not there by the wishes of the Hampton or the Dixie Hospital authorities, but are the requirement of a state law.

On this point, however, you will find disagreement. There is no law on the statute books of the state of Virginia requiring hospitals to maintain separate waiting rooms. There is a Jim Crow law which provides for separation on public carriers and the one passed as a result of the refusal of Hampton authorities to separate the races in the institution's auditorium, but there is no law which seems to cover the hospital case. There is the agreement, however, said to have been entered into by Hampton and the whites of the surrounding towns, to separate the races in Dixie Hospital. At first this agreement contemplated placarded waiting rooms, it was said, but this was not done. At the present time, and in the writer's case , at least, there was no effort to direct one to a "colored" waiting room. We learned, however, from reliable sources that it is the practice of the attendants, in cases where a white person is in one of the waiting rooms, and a colored patron comes in, to conduct the latter to the other waiting room.

Jim Crow Signs

In the toilet arrangement in the basement of the building there is however, no question about the arrangement. On the panels of the doors are metal placards reading "For Whites" and "For Colored".

There are also separate rest rooms for the supervising white nurses and the Hampton student nurses. The colored student nurses have their rest room in the basement and they come from the dormitories across the campus, entering the hospital by a rear door.

The Superintendent of the hospital, however, denied that student nurses are required to enter the hospital through this back door. President Howe stated that the entrance was a natural one of convenience.

Colored on Staff

The same separation of races which divides the hospital into sections for white and sections for colored, of course obtains in the case of the colored staff. They bring in and treat colored patients.

Those on the staff at present are Dr. R. A. B. Lloyd, 8 South Mallory Street, Pheobus; Dr. Burl Bassette, 213 N. King Street, Hampton; Dr. Anderson Scott, 249 W. Queen Street, Hampton, and Dr. Alexander C. Davis, 174 W. Queen Street, Hampton.

Many friends of the institution pointed out to the correspondent that the existence of any type of Jim Crow institution on the campus or officially connected with Hampton Institute should not be tolerated. To bow thus to the mandates of the Southern tradition and carry Jim Crow into Hampton is like carrying it into the homes of colored folk, they point out and is bound to have a weakening effect on the leaders Hampton will send out.

While the authorities of Hampton seem to be trying hard to keep the segregation rules in the background and give them as little force as possible, they are there and react directly or indirectly against every phase of the institution life on the campus. There are many who question the value of a nurse training set-up which engenders so much deep-seated racial friction, and particularly racial resentment to having the Southern tradition flaunted in a school set aside for the education of colored youth.

Indefensible and Unfriendly

The reasons given by the board of trustees of the Virginia Manual Labor School at Hanover and the Virginia Industrial School for Colored Girls at Peaks, for naming white persons as resident physician and purchasing agent for the two institutions are excuses pure and simple and are lacking in logic and contrary to fact.

The excuses offered in the meeting on July 12 are based upon the error that color plays an important part in determining the fitness and capacity of persons for responsible positions and for the performance of important tasks. The majority members of this board are apparently ardent believers in the overseer system which is a by-product of slavery, for this is the only plausible excuse which can be given for placing inexperienced white youngsters over experienced Negro executives who have demonstrated their ability and efficiency. It is denied by the board that this is being done or that there is any change in the policy regarding the managing personnel of these two institutions. The facts in the case, however, and the attitude of white Virginians as to the proper place for Negroes when brought into contact with whites dispute these assertions of the board. Will the Governor of Virginia or Director A. W. James, who is seemingly the moving spirit behind these changes, be willing to assert that it is their intention that the usual rule of rank is to apply in this case and that these two white attaches are to take orders from Negro superintendents and are to recognize them as their superior officers?

Virginia, unfortunately, is a Jim Crow State, and since Negroes suffer all of the disadvantages and injustices from the system, contrived and enforced by the white majority, Negroes are perfectly within their rights in insisting that if and when any advantages ensue from the system, they become the beneficiaries thereof. This applies with full force to the present situation. If there are any jobs open in Jim Crow institutions, since such institutions are deemed necessary by the whites in accordance with their idea of racial contacts, then these jobs belong to Negroes.

Director James avers that the step is taken in the interest of economy and efficiency. In this connection The Richmond Planet reads into the record the following comparative figures copied from the 22nd annual report of the State Department of Public Welfare of Virginia, of which Mr. James is director.

Comparative Figures

WHITE

Virginia Industrial School, Maidens, Va. Appropriation for—	
280 boys	$96,770.00
Per capital cost	348.73

COLORED

Virginia Manual Labor School, Hanover, Va. Appropriation for—	
250 boys	$65,345.00
Per capital cost	225.42

A more recent tabulation of the appropriation and of the per capita cost of these institutions for under-privileged boys since the reduction in the original appropriations is as follows:

WHITE

Appropriation for 250 boys	$87,720.00
For personal service	128.39
Food supplies	88.83
Fuel supplies	10.36
Wearing apparel	13.69
General supplies	45.90
Material	6.43
Equipment	12.20
Daily per capita fod cost	.243

COLORED

Appropriation for 220 boys	$47,645.00
For personal service	82.44
Food supplies	53.54
Fuel supplies	5.22
Wearing apparel	16.46
General supplies	25.59
Material	13.28
Equipment	8.00
Daily per capital food cost	.146

The figures bearing upon the operation of

the girl schools in the State are as equally impressive and are as demonstrative of a higher degree of economy and efficiency on the part of the Negro executives than on the part of the whites. In fact, the difference in per capita cost is more startling in the institutions for girls than in those for the boys, the per capita cost in the school for white girls being $503.81 and that in the school for Negro girls being $255.09.

In view of these figures, the economy and efficiency excuses of the board break down, and if there is any need for strengthening of the present personnel in the interest of economy and efficiency, then the two persons sent to Hanover and Peaks should have been sent to Maidens and to Bon Air, for the need is certainly more apparent there than in the Negro institutions, if figures mean anything.

The Richmond Planet has no objection to the reorganization of both the medical and fiscal systems in these institutions. The systems should be modernized if they are out of date and wasteful. The point we wish to make and emphasize is that the board sould select competent and experienced Negroes for the task instead of young inexperienced white men.

The day is spent when weasel words, expressions of friendship and far-off promises make any impression upon Negroes. They have learned to weigh deeds against words. The board's position in this case is simply indefensible, and if it fails to reverse the position it has taken over the protests of the Negroes of this State, then, there is but one logical conclusion and that is it is decidedly unfriendly to the Negroes of Virginia, is out of sympathy with their ambitions and aspirations, and is opposed to according them due recognition and justice.

Education - 1933

Libraries.

Alabama

Birmingham, Ala., News
October 26, 1933

Louisville Only Has More Circulation Of Books

Birmingham's Public Library had a greater book circulation last year than that of any other Southern city except Louisville, Miss Lila May Chapman, director, told the Rotary Club at the Tutwiler Hotel Wednesday. D. Ashley Hooper, director of the technology department, said his department is the best equipped of any Southern city and one of the best in the country.

It was library day and President J. G. Smith introduced members of the library board and turned the meeting over to J. W. Donnelly, president of the board.

The Birmingham Public Library is the youngest in any city of this size Miss Chapman said, but its collection of books and art compares favorably with those in cities older and larger than Birmingham. She particularly pointed out the department of Southern literature and art saying with its 7,000 volumes; it was the largest collection of works by or about Southern people and the South to be seen anywhere.

Book circulation last year, she said was 1,776,864, with the branch libraries registering the greater percentage. The Booker Washington book, with a circulation of 90,000, was among the leaders with Negro school children especially calling for it.

The library now has approximately 240,000 volumes and serves 112 stations in the county outside the city as well as the control and branch stations.

Mr. Hooper told of the frequent calls for books on technical subjects and the many compliments the library has received by their users for its completeness. Great advance has been made in this department, he said, and it is used constantly by professional men and technicians. It was established to serve Birmingham, he said, and he urged all who are interested in technical subjects to use it.

Friday will be Navy Day and posters calling attention to this fact were displayed in the ballroom where the meeting was held.

Education - 1933
Libraries.

D.C.

HOWARD LIBRARY TO COST $800,000 IT IS ANNOUNCED

Tribune

Class room Building to Cost $460,000, to Be Four Stories

10-26-33

Howard University will receive $1,260,000 for construction of a library and an educational classroom building, the Public Works Administration announced this week.

Allotments totaling $1,455,000 for Federal works in Washington were made. The largest amount went to Howard.

$800,000 Library

The library is expected to cost $800,000 and will be four stories provided offices for professors. These two projects, the Public Works Administration estimates, will provide more than 4,400 man-months of employment.

Of the remainder $80,000 goes to supplement $250,000 authorized sometime ago for reconstruction of a power plant at St. Elizabeth's Hospital; the National Training School for Boys, white, is allotted $30,000 for reconditioning 15 buildings. Its accommodations include table study rooms for 850 students, space for 700,000 volumned reserve book rooms, periodical rooms and other modern library facilities.

The proposed class room building, also four stories, will cost 0460,-000. The building will replace the main Howard University Building, which was erected in 1870. In this building also will be ings, and the National Institute of Health Service is allotted $85,000 for general improvement to buildings.

Miner Teachers' College Gets $25,000 Fund for Library

Tribune 1-13-33

Fund Board of School Votes to Appropriate Sum to Bring Present Library Up to Standard of Other Colleges

Washington

The Miner Fund Board of Miner Teachers' College voted an appropriation of $25,000 for a library for the college at a regular meeting of the board, Friday.

The motion to vote the fund was carried unanimously by the entire body. Judge James A. Cobb, of the municipal court, is the only colored member of the board.

Seeks Standard Library

Garnet C. Wilkinson, first assistant superintendent of schools, announced this week that details of the library will have to be worked out later and stated that the fund will be used to purchase books and bring the present library at the college up to standard.

The college is seeking recognition from the American Association of Colleges, and a library of a certain standard is one of the requirements. Heretofore the Miner Fund Board has been using its funds to provide scholarships, but on advice of Mr. Wilkinson the sum named was appropriated for the library.

William L. Brown, of the Library of Congress, is president of the Miner Fund Board.

The Board of Education asked that its two colleges, the Miner and the Wilson, become members of the Teacher Colleges' Association. To do this the school had to be surveyed and accredited accordingly.

The survey was made and Miner was weak in its library facilities. The requirement is 15,000 or more volumes in the library. The Miner College has about 8,700.

The board of education did not have the money to purchase the required number of books so the Miner Fund Board was acquainted with the situation with the result that the $25,000 was designated for that purpose.

This will give Miner its credit before the first class graduates this year. It is expected the credit will be forthcoming and the Miner Teachers' College will be a full-fledged four-year-course college awarding the B.S. degree in education.

The Miner Fund was organized to assist Miss Miner in her school work and has continued its service since. The fund has been derived mostly from the sale of the property acquired at various times by Miss Miner.

The following historical sketch is taken from the catalogue of the college:

Historical Statement

"Miner Teachers' College, a four-year teacher-training institution of college grade, is a part of the public school system of the District of Columbia, its organization on the basis of college grade having been authorized by the Board of Education of the District of Columbia on July 1, 1929."

Education – 1933

Libraries.

Georgia

Waycross, Ga. Journal-Herald
May 16, 1933

NEGRO LIBRARY HAS ADDED MANY VOLUMES

The number of volumes in the Negro Public Library, located on Oak street, has exceeded the six hundred mark, it is reported today by Anna Sirmans, librarian.

Among the recent contributorsannounced by the librarian are Dr. H. J. Carswell who has given 55 volumes, and Mrs. J. E. T. Bowden who has given 157 volumes, all being select literature.

Another valuable gift is a picture of President Franklin D. Roosevelt presented by Osceola Taylor.

It is announced that the library will sponsor a literary program Sunday afternoon at 3:30 o'clock at Macedonia Church, with Dr. B. H. Minchew as the speaker. White as well as colored friends are invited.

Libraries.

COLORED CHILDREN READ BEST BOOKS
PUBLIC LIBRARY EXPERIMENT SHOWS

"A simple experiment made in Children's Room of the St. Louis Public Library one day recently showed some interesting differences in reading of boys and colored children," says Arthur E. Bostwick, Librarian.

Mrs. Ruth Overman Bostwick, supervisor of work with children, who made the survey told an Argus reporter that colored children were found to read less light fiction than the whites, although they are more addicted to fairy tales. She attributed the latter tendency to the desire of the children to get a vision of better surroundings, such as has been found the case with children in France and Germany. "A sort of Escape Literature," she called it.

Tastes Vary

In the experiment with the children Dr. Bostwick said:

"As they came to the desk a record was kept of the books borrowed by 10 white boys, 10 white girls, 10 colored boys and 10 colored girls. Their ages ran from 8 to 15 years. Some asked for what they wanted, while others found their books without help from the attendant.

"The records show that boys, both white and colored, like books on things to make and do. For example, a 12 year-old colored boy, son of a janitor, asked for books showing how to make doll furniture and took Hall, 'Handicraft for handy boys,' while a 15-year old selected, in addition to a copy of 'The Arabian Nights,' Goldsmith, 'Practical things with simple tools,' and Hall, 'The boy craftsman.' Of the white boy readers, one asked for 'a book on coins and something about airplanes' and took Guttag, 'Coins of the Americas,' and Richardson, 'Man's wings—how to fly.' Another, the 10 year-old son of an iron worker, selected Townsend, 'Camping and scouting lore,' from a shelf above the adventure stories by Altsheler, of which he chose two. A 14 year-old Chinese boy, an habitual reader who never asks for assistance and seldom has anything to say but 'likes baseball stories,' chose 'The young pitcher' by Grey.

Negro boys show little interest in sports and athletics but share with white boys a love for animal stories, four such having been issued to white boys and five colored boys. Girls like animal stories too, but the favorites of both white and colored are books about home and school life, as shown by their choice of 'Rebecca of Sunnybrook Farm,' 'Old-fashioned girl,' 'Little rag doll,' 'What Katy did at school,' 'You make your own luck,' and similar titles. A 13 year-old white girl selected, along with two collections of lives of the saints, a doll story, 'Polly Cologne,' because she liked the name of it.' Although boys will not read girls' books, girls are more broadminded, reading 'Tom Sawyer' with as much pleasure as the boys.

Like Books About Whites

"It is common knowledge in libraries that, except for biography, Negro children prefer books about children, often refusing to read stories of their own race. Not so the white children. They seem to enjoy reading about colored boys and girls, and this fact was brought out when the daughter of a sales-manager selected 'Zeke,' by Ovington, a story of a Negro boy at Tuskegee Institute. On the whole colored children read better literature than the white, though they are almost always attracted by bright, new covers and will sometimes choose, by cover, books which they cannot read. Folk-tales, fairy tales and all imaginative literature is enjoyed by them long after the age at which white children pass on to more realistic material, whether or not this is an escape cannot be determined.

"An interesting reader was a 14 year-old girl who wanted to be a doctor, but after investigation decided that she would never be able to operate. In her uncertainty as to the next step toward choosing a vocation she appealed to the Library for books on related subjects and took out material on hospital management, optometry, personnel work and teaching."

Education-1933

Libraries.

New York.

Charleston, S. C. News & Courier
October 8, 1933

HISTORY OF NEGRO IN U. S. IS TRACED

Book in Harlem Library Gives Story from Early Days in Africa

The New York Public Library announces that important accessions have been received within recent weeks for its extensive collection of original sources of African history at the Division of Negro Literature, History and Prints in Harlem. The collection is housed in the upper part of the 135th street branch of the library. It contains what is said to be one of the most complete assemblages of books, prints and objects of artistic and historical importance in the lore and traditions of the Ethiopian races.

Arthur Alonzo Schomburg, a negro scholar, is curator and director of the collection. Mr. Schomburg's story is that of the collection itself. He has gathered the nucleus of it here, in the West Indies and throughout Europe. With the money he earned as author, lawyer and instructor he assembled his original collection, which later was bought by the Carnegie Foundation and presented to the Public Library. Mr. Schomburg continually is adding to the collection. It is said he has presented material equal in value to the $10,000 he received from the Carnegie Foundation.

Scholars Use Collecton

The collection is visited by scholars from all parts of the United States and other countries, some of them passing months in research in the upper rooms of the Harlem library branch. It was there, for example, that Professor Loggines, of Columbia university, prepared much of his history of negro literature in America.

Many rare books in the Schomburg collection date back for centuries. They tell of the negro as he was before Jamestown and Plymouth Rock, and trace his coming to this New World after the Spanish conquest of the Americas.

So vastly has the collection increased that more room had to be provided for expansion this year. Six new bookcases have been built and more storage space provided. A plan was considered for its further expansion, which at present is in abeyance. When the economic skies clear, however, it is expected further facilities will be provided. Possibly the branch library will be extended through the block into West 136th street. The plan provides for a special exhibition hall for rare books and prints. Fireproof cases and vaults are needed. Most of the treasures must be carefully guarded and issued only on receipt from responsible persons.

Returns from Cuban Trip

Mrs. Schomburg recently returned from an expedition to Cuba, where he gathered material bearing upon the past. Several of the new books are in Spanish and with dates of several centuries ago. From them the very beginning of the involuntary migration of Africans from the east coast of Africa may be traced as revealed by Iberian chronicles. Strangely contrasting with those mellow tomes of long ago and yet on the same theme is a first edition of the poems of a young Negro poet, Nicolas Giullen, of Cuba. His verses, composed in Spanish, include his "Songoro Congoro" ("Songs of the Congo"). They carry the imagination back, to the days before rakish craft of the slavers rode at anchor waiting for their living cargoes.

In classic hexamters are seen the poems of Juan Latino, the African slave who in the sixteenth century was a member ofthe faculty of the University of Granada in Spain. Latino dedicated the volume to that "liege and gracious sovereign, Philip, by grace of God, King of Spain." What his original name was none seems to know. It was because he had such a mastery of the language of the Romans that his fame has come down to us as "John Latin." The volume of his verses in the Schomburg collection is dated 1573, and it is said to be one of two like it in this country. The other is in the Ticknor library, in Boston.

Books by Dutch Slave

Here also are books written by the African Moor Capitein, who bears the given names also of Jacobus Elisa Johannes. He was bought by a Dutchman, who was so impressed by his talents that he had him educated at the University of Leyden, in Holland. Capitein was counted among the noted scholars of his day. His gratitude to his benefactor was such that in 1742 he wrote a book in Latin defending the institution of slavery, taking the ground that it was a state appointed by Divine Providence as best adapted for his race. With the Latin version of this rare tract is bound a Dutch translation.

Among the rarities in the collection are first editions of the poems of Phyllis Wheatley, an African poetess of the American Colonial period. There also appear verses dedicated to her by other poets of her race. Mr. Schomburg is the editor of a complete edition of the works of Miss Wheatley, with biographical notes. In the library cases may also be seen school textbooks used in the Republic of Liberia in 1839. The volumes are evidence of the first step toward the introduction of printing taken in that republic.

The negro appears also as artist and engraver in the early history of the United States. On the walls of the Harlem library, for instance, is a copper plate of large dimensions engraved by the Afro-American master, Patrick Reason, for a Masonic lodge. Alongside is a copy of the certificate printed from this work in metal. Compared with this is a tiny memory book dedicated to the abolition of slavery. The frontispiece, portraying a dark slave in chains, is by Reason.

A recent acquisition is a colored lithograph representing the victorious Perry at the Battle of Lake Erie. It is taken from a well known painting and shows the gallant naval officer standing in the small boat after leaving his flagship. To the children of Harlem this engraving has an unusual interest. Three of the men who appear in the composition are negroes. One is shown among the oarsmen in the gig, another is clinging to a broken mast and calling for help and a third is stretched dead on the bow.

Fine Arts Work Revealed

Among the objects lately brought from Cuba are photographs of thirty-five sculptures by Damos Blanco, an artist of pure African strain.

What the African can do in the fine arts is revealed in primitive work in iron, bronze and ivory now in the collections of the library-museum.

There is on temporary display a collection of small bronzes from two to three inches in height or length which were gathered by an English explorer. They are from Benin and Timbuctoo and with few exceptions seem of great antiquity. They have been loaned by the owner, George Aharon.

Contains Dr. Crummell's Sermons

In the manuscript division are sermons in the handwriting of Alexander Crummell, noted clergyman and one of the first of the African race to be ordained by the Protestant Episcopal church. He was born in New York City of slave parents and was educated at Oneida Institute. He did not find it possible, however, to study in a theological seminary. Wealthy New Yorkers who regarded him as an orator of distinction sent him to Queens College, University of Cambridge, England, to complete his course in sacred letters. Dr. Crummell occupied important pulpits on his return to the United States after a brief sojourn in Liberia.

In the Schomburg collection are also manuscripts of Paul Lawrence Dunbar, the negro elevator boy who won recognition as a poet. There are, too, manuscript works by Claude McKay and Lemuel Haynes.

The stage is represented by important Africana. On the walls are playbills announcing the appearances of Ira Aldridge, who won England by his portrayals of Othello and Boscius. The dawn of negro ministrelsy and blackface acts is recorded by paintings and sketches never published and rich in associations of the theater.

Besides its important historical material, the collection also is in touch with modern literature relating to the negro race, and has all the leading periodicals published by its members here and abroad.

North Carolina

Education-1933

Libraries.

Reg. Sent N.C. Enterprise

June 19, 1933

Colored Library Recently Opened Has Good Showing

The Anderson Community Library, opened at 7-9 Fairview street a week ago, is enjoying excellent use by patrons and is serving a long felt need for a colored public library, according to Rev. J. E. Melton who is a member of the executive committee.

The Library was named for Myrtle B. Anderson, whose contributions to the social development of the colored people of the city are so greatly appreciated by that race. There are more than 300 books on the library shelves, while scores of magazines, daily newspapers, pamphlets and various periodicals are maintained there and are much used by the throngs who visit the library. The project is sponsored by the Parent-Teacher association of the Fairview street school.

The executive committee in charge is composed of Rev. J. E. Melton, Hazel Starr, Rev. H. R. Waldern, Rev. S. D. Townsend, Rev. L. A. Brown, Geraldine Truesdale, Mary B. Haizlip, M. C. Park and Mytralene Gray.

Education -1933
Libraries.

North Carolina

High Point, N.C. Enterprise
May 21, 1933

BEGIN WORK THIS WEEK UPON NEGRO LIBRARY IN CITY

Library For Colored Citizens Will Be Located On William Penn Grounds

ALTRUSA CLUB PROJECT

Mr. and Mrs. M. J. Wrenn Donating Materials For Repair of Building To House Library

High Point's colored citizens are going to have at last a library of their own. The establishment of a library for Negroes has been made possible through the decision of the local Altrusa club to sponsor such a project, and the actual work on the undertaking will be under the direction of Mrs. M. J. Wrenn, who heads the committee on the library project.

The new library will be located on the William Penn high school grounds, the school board having donated use of a building on the grounds for this purpose. Mr. and Mrs. M. J. Wrenn are donating the material for the repair and remodeling of the building for library use.

Work on the building will get underway this week, and the library is expected to be ready for use within the next two weeks, it was learned yesterday. An appeal has been issued for the donation of books and magazines suitable for such a library, and those willing to give either books or magazines are asked to get in touch with Mrs. Wrenn or Mrs. Nancy K. Poston, librarian at the High Point Public Library.

Agitation for the establishing of a library for the colored people has been underway here for some time and various suggestions had been made toward the idea. However, the Altrusa club's decision was the first definite step taken in the matter.

The new library will be open for the membership of all Negro citizens. The library will not be a branch of the public library but will be under the supervision of public library officials.

Education - 19

South Carolina

Libraries.

Rock Hill, S. C. Herald
June 24, 1933

Colored Folk Will Seek A Library

A mass meeting of colored people has been called for Sunday afternoon at 4 o'clock at Mt. Herman Presbyterian church for the purpose of discussing the possibility of establishing a public library for colored people. The meeting is announced by Rev. H. J. Callis, pastor of Zion A. M. E. church.

Speakers, both white and colored, will be heard and special music will be featured.

RICHMOND, VA.
TIMES DISPATCH

SEP 2 1933

A Worthwhile Cause

IN a backwoods area of Edgefield County, S. C., a 25-year-old worker in a near-by cotton mill has launched a remarkable experiment in better inter-racial relationships. With only 10 cents in capital, but with plenty of determination, this young South Carolinian founded the Faith Cabin Library in a rural section of Edgefield County, thickly populated with Negroes.

With no financial resources, WILLIE L. BUFFINGTON, for that is his name, managed to secure the erection of a well built log cabin, and to stock it with nearly 1,500 books, as well as numerous magazines. This Faith Cabin Library is within the reach of some 2,000 Negroes in all walks of life, and they are making full use of it.

The experiment has worked so well that MR. BUFFINGTON is anxious to expand his library facilities. When Faith Cabin was dedicated some six or eight months ago, J. B. FELTON of the South Carolina Department of Education said it was unlike anything else in the South, and the founder hopes to expand his unique experiment by erecting other libraries which will furnish reading matter to the Negroes in regions.

GEORGE ADRIAN KUYPER, of the faculty of Hampton Institute wrote in the *Southern Workman* for May that if this plan of MR. BUFFINGTON'S is consummated, it will result ultimately in "a miracle of race adjustment." The Columbia (S. C.) *State* has commented that "inter-racial relations would improve far faster in South Carolina if there were more WILLIE LEE BUFFINGTONS."

One of the most unusual features of the whole Faith Cabin project is that it was conceived and launched by the son of a poor white renter, born in a cabin in up-State South Carolina. It is unfortunately true that many of the white tenant farmers in the Southern States are inclined to be hostile to the Negroes, in direct contrast to the attitude of MR. BUFFINGTON.

Those who desire to aid this young man in establishing the second unit of his projected chain of Faith Cabins can reach him at P. O. Box 54, Edgefield, S. C. He is especially desirous of books, subscriptions to papers and magazines, a typewriter, duplicating machine and kodak, and postage stamps. Contributions of money also can be used to advantage.

Rock Hill, S. C. Herald
September 28, 1933

A LIBRARY FOR COLORED SOUGHT

Delegation Before City Council; Suggestions Made

Colored people of Rock Hill desiring to establish a library, headed by Rev. W. M. Parker, carried their cause before city council last night and found the group sympathetic and willing to help.

The spokesman explained that an association has been formed and that Friendship College is at present a depository for the library which is already collecting books. He suggested that public works funds might be secured to erect a library building for the colored and said he believed the corner of Black and Wilson streets a suitable location.

Council referred the delegation to Chairman J. W. O'Neal of the Rock Hill Public Library board, telling them that Mr. O'Neal is familiar with the details of the public works program in regard to library aid. Members of council also asked the group to study a plan for renting a place for a temporary library while the organization is getting under way. Mayor Dunlap said that if Friendship College should continue to furnish free space for the library the aid which the city could possibly give in paying rent could be used to buy books.

In asking aid from the city the spokesman said a library would make for a better colored community.

Education - 1933

Libraries.

Tennessee

Public Library News

BY MISS NORA CRIMMINS, LIBRARIAN.

Chattanooga Tenn. Times
September 10, 1933

Negro Libraries.

The Negro libraries of the city report for the month of August a book issue of 2,361 volumes. A loss of 837 in book issue is noted when contrasting August, 1933, with the 1932 report, for no evening hours of library service for Negroes have been possible on the library's reduced income. Three thousand, eight hundred fifty-five Negroes are registered borrowers; 2,791 are registrants at the Howard branch; 771 at East Fifth Street school, and 293 at Lincoln High school. The book stock at Howard branch is 5,349 volumes. The extension service, serving city and county, numbers 1,319 volumes. East Fifth Street library's book stock is 586 volumes, and Lincoln, 243.

* * *

Two-Day Collection.

The two-day collection of books at the main library furnishes recreational literature to borrowers who seek the new and are willing to pay a penalty of 2 cents a day for the privilege of reading the new after two free borrowing days. The book stock of this collection numbers 538 volumes. Thirty-four volumes were transferred to the seven-day lending collection during the past month, and thirty-five new volumes were added.

* * *

Main Library.

The main library was open twenty-seven days in August, from 9 a.m. to 9 p.m., and issued 14,349 volumes to adult patrons, who number 13,545. Two hundred ten new borrowers were registered, and the book stock in the main library is 42,081 volumes.

* * *

Richmond Memorial Room.

The Richmond Memorial room for children registered 147 new members during the past month. Ten new books were added to a book stock, which totals 8,388 volumes. Two thousand, eight hundred eighty-six volumes circulated through a department of the library which is maintained by the Richmond memorial fund, an endowment made by Mrs. Caroline Richmond in 1906, for a library room for the boys and girls of Chattanooga. The endowment was increased in memory of the mother by Mrs. Eugene Thomasson and the late Edward Gould Richmond.

* * *

City Branch Libraries.

Five days' opening in August for three city branches credited East Lake with a book circulation of 1,441 volumes from a book stock of 3,901, thirty-nine volumes less in stock than on Aug. 1. This branch has 2,958 registered; 6[illegible] adults and 2,342 children.

East Side branch library, at Ma[illegible] and Kelley streets, issued 2,013 volumes from a book stock of 6,963 volumes. Three thousand, four hundred eighty-four borrowers are registered at East Lake; 554 adults and 2,096 juveniles.

Conner branch in North Chattanooga issued 1,775 volumes for four days' opening. Borrowers number 1,926, of which 462 are adult patrons, and 1,464 are juvenile. The book stock was diminished by twelve during the month.

* * *

Government Document Department.

Twenty-eight reference questions were answered through the government document department of the library, during the month of August, according to the report of Miss Viola Tansey. Library patrons sought information of Tennessee game laws; fish in the waters of Tennessee; soil surveys; plans for bird houses; geology of Chattanooga; federal home loan bill and journalism in Chattanooga. Other questions of interest were: How many people must compose a ship's crew as specified by federal law? In what year was Chattanooga first listed as a post-office in the Official Postal Guide? What are some of the uses of paraffin?

The book stock of the government document department numbers 5,230 volumes. Two hundred seventy-six pamphlets were added during August. A pamphlet of particular interest is "President Roosevelt's Emergency Conservation Work Program," prepared by Robert Rechner, director of the emergency conservation work project. This pamphlet is not available for circulation, but it can be read in thirty minutes and the fund of information it contains is well worth the reader's time and effort.

* * *

The government document department of the library is located on the second floor of the Memorial auditorium building; and the opening hours are from 9 a.m. to 4:30 p.m.

Knoxville, Tenn., Journal
October 8, 1933

NEGROES ENJOY A NEW LEISURE

More Than 3,000 Made Visit to Rooms in September.

LIKE ALL BOOKS

Racial Pride Is Shown In Selections of Authors.

By DELLA YOE

Now that the new leisure for all classes of citizens has come into being in the city of Knoxville, whether by reason of the depression and its consequent unemployment, or by virtue of recently inaugurated shorter working hours, the splendid service the city renders its Negro citizens in the maintenance of a free public library, which is at the same time an expertly supervised community center, is evidenced by the increasing number of individuals, and the growing number of specific groups, benefitting by its educational, civic and recreational facilities.

The reading room of the neat little red brick, marble trimmed Carnegie library on East Vine street, was visited by more than 3,000 Negro citizens during the month of September. While complete statistical information is not yet available, as reports in all departments of its various activities have not been turned in for the past month, that is an average attendance, according to Miss Mary Rothrook, director and head of Knoxville's public library system, and a very good showing, too, especially when taken into consideration that conservatists estimate the number of Negro citizens to be 15 per cent. of the population of Knoxville.

RACIAL PRIDE

Pride in racial achievement is an outstanding feature of reports on books in demand by patrons of this branch library. Books by Negro authors, and those written by white authors about the Negro, exceed in popularity, almost any other class of literature represented on the many book-laden shelves, and which include practically all classifications provided for white patrons in city and county librarians.

The works of W. E. DuBoise, Jessie L. Fausett, James Weldon Johnson, DuBose Heyward, Countee Cullen, George Douglas Johnson and Langston Hughes, head the present list of authors most in demand. Although Thomas Stribling is extensively read, he does not enjoy the popularity of Julia Peterkin, whose novels of Negro life and delineation of the Negro character make an appeal to a wider audience, in the estimate of the librarian, than all other fiction writers combined. Young and old of both sexes like the Peterkin stories. Even the small children delight in hearing them retold by leaders at the story telling hours. They are almost as keen about them as they are of their beloved fairy stories and about animals.

With the exception of the New York Times, all of the out-of-town dailies to be found on the racks are Negro publications. They include the Crisis and Opportunity published in New York, Negro History published in Washington and Southern Negro published at Hampton Institute, Virginia.

LIKE POETRY

Poetic works are widely circulated. Selections from some of the best known negro poets, foremost among them Paul Lawrence Dunbar, form the basis of studies in poetic composition, in a new class organized for the study of poetry and for the encouragement of those who seem to have the creative gift. Already the instructors believe that poetic talent is being discovered and the purpose of the class is to provide all possible incentive and inspiration.

Although the poetry class is made up of small children, the library patrons of all ages participate in the occasional celebration of program dedicated to that branch of literature. The most recent of these evenings was on September 23, when there was a discussion of the trend of Negro poetry, by James Herman Robinson, formerly of Knoxville, now of Cleveland, O., and instructor at Lincoln university. A reading of some of his own poems was a feature of the program.

Romance, mystery and adventure are the natural choice of the young of both sexes. Busy housewives divide their time between research work on vegetable and flower gardening with an occasional sprinkle of romance for flavor. They seldom go to the library in person, but relay their requests through neighbors, or their children, and receive that service from the librarians who often build up entire programs, upon the scattering requests of the absentee patron.

Men and boys keep the practical books busy, devoting a great deal of their leisure time to reading books on carpentry, plumbing, auto repairing, and poultry. Men also share with women the benefits of instructional books on catering and table service. Everything of a practical and helpful nature, and that will assist the ambitious to some type of gainful occupation is supplied by the library, as rapidly upon demand as funds are available.

The Negro branch of Knoxville's public library does a great deal to supplement and facilitate the work in the public schools, and has in turn, enjoyed the wholesome influence of educational advantage and the general upbuilding of intelligence through the offices of the Knoxville college. Instructors in the college and public schools are cooperative in backing up the work of the librarians, and take a prominent part in all branches of its activity.

SERVES AS CENTER

Until the library was erected, and an auditorium provided, the Negroes of this community had no other meeting place than the church, dance hall or pool room none of which were suitable for the purposes now served by the library as a community center. Educational, civic, health, and recreational programs now form a vital part of the daily routine. The Negro minister's alliance meets in the auditorium weekly, as do the girls reading club and boys debating society. Choir rehearsals fill the evenings with melody and in no wise disturb the readers, who occupy the reading room in the evening hours, after the day's work is finished.

The number of night events, has of necessity been reduced in the past months, because of lack of funds, and the enforced curtailment of all possible overhead. As a result, there has been an increase in all daytime activities, and attendance on these occasions will increase, as winter approaches. This will be especially true of the younger children who are now encouraged to enjoy exercise out-of-doors as long as weather permits. At present, the children visit the reading room more or less spasmodically, taking time only for the entertainment of the stereoscope, illustrated children's stories and examination of exhibits, which are changed frequently, and prepared by the librarians for information and pleasure of the little folk.

CANSLER AIDED MOVE

On the front of the building, a marble tablet acknowledges indebtedness to Charles W. Cansler, who first conceived the idea of a public library for his race and who aided materially in securing it. The tablet states that it was placed there by the then city commissioners, in recognition of the faithful efforts of Charles W. Cansler. He is now principal of Green school. The name of commissioners inscribed on a companion tablet opposite are as follows: John E. McMillan, J. G. Crumbliss, N. T. Little, John W. Flenniken, Sam E. Hill, and Samuel G. Heiskell, a former mayor and at that time president of the board of education. With the exception of Sam E. Hill, now living in Bedford, Va., and James G. Crumbliss, who lives at Kingston, his old boyhood home, none of the commissioners at that time, are still living.

It was at the written request of the late Samuel G. Heiskell, that Andrew Carnegie donated funds for the erection of the library. The site was then provided by the city commissioners, and the first dirt was broken July 2, 1917.

Mrs. Sallie J. Carr, Negro librarian, and her assistant, Miss Eloise Pickett are trained librarians and both have taught in local schools. Mrs. Carr is a graduate of Knoxville college and took her library training on a scholarship at Western Reserve, Ohio. Miss Pickett took her training at Hampton institute, the only Negro college which has an accredited librarian's course. They understand how to deal with people, and by their industry and tact, have been largely instrumental in building up the attendance, and by rendering invaluable service to Miss Rothrock, in maintaining the high character of the many worthwhile and constructive activities of the Community Center.

Texas.

Libraries.

"ITS EQUIVALENT"

The Houston Library Board, through the Head Librarian, has issued a statement to the Negroes of Houston relative to the "change in the administration of the Colored Library," which the board plans to effect. The Informer and Freeman here refers to the pith of the board's statement, with an expression as to what we believe to be the attitude of Negro Houston toward what the board plans to do for the Negro library.

As to a new librarian to succeed Miss Bessie B. Osborne, it is said that someone will be employed with the following qualifications: 1. "A college degree or its equivalent." 2. "Technical library training or its equivalent in experience." 3. "Personality suited to work with people." The Informer and Freeman does not believe that the Negroes of Houston will be satisfied with any "its equivalent" in their library. We want the real article, not "its equivalent." Informer 1-21-33

With the colleges turning out hundreds of Negroes every year with college degrees, why should Negroes of Houston be asked to accept somebody at the head of their library with less than a real degree from a first class college? With Negroes graduating every year with degrees in library science from first class library schools, why should Negro Houston be asked to accept less than a real degree in library science? Not only that, but The Informer and Freeman makes the assertion, without fear of successful contradiction, that, if somebody is hired as librarian for the Negro library with less than a real college degree and with less than a real degree in library science, the Negro library will have as librarian a person less prepared than Miss Osbone; because, after nearly twenty years of experience under the able tutelage of the Head Librarian of the Houston public library system, Miss Osborne herself has a lot of this "its equivalent," which may be put off on the Negro library if Negroes fail to insist upon the real thing, instead of just "its equivalent." And, as to the possession of a "personality suited to work with people," The Informer and Freeman merely asks these questions: What people? Negroes of Houston, or somebody else? Houston, Texas

Coming to the question of improvements in the library facilities at the Negro library, the board says that it will make some improvements, "funds permitting." Funds do permit. They have always permitted; but the folks spending the library funds have not permitted. Several hundred thousand dollars of the taxpayers' money has gone into library sites and buildings for white people in Houston; not one dime for Negroes. About ninety thousand dollars is collected from the taxpayers of Houston every year in the "library tax;" but less than four thousand of this is spent for the maintenance of the Negro library. All that is necessary to make the "funds permit" is for the library board to allocate a fair share of the "library tax" to the Negro library.

Since Miss Osborne has been discharged because of a stated intention by the library board to get more highly trained librarians (not just one), and to make the Negro library more efficient and of larger service to Negro Houston, the Negroes of this city should insist that they get the real article, and not just simply "its equivalent."

OUR LIBRARY AT THE CROSSROADS

Houston Informer

The Negro library in Houston is at the crossroads of its existence. Its history and the essential facts of the present crisis prove this to be true. The ground for the Negro library site was purchased with money raised by Negroes of Houston themselves. The building was donated by Andrew Carnegie, solely through the influence of Emmett J. Scott, one of Houston's most illustrious sons, who was at the time secretary to the late Booker T. Washington. Originally there was a Negro board of trustees, which managed and controlled the Negro library. Now it is controlled by the white library board,- which is appointed by the mayor,- and is under the direct supervision of the librarian at the central library. 1-14-33

Contrary to what is true of the Negro library, the white library buildings in Houston, including the several hundred thousand dollar central library, were built out of the tax money, to which Negroes contributed, but from which they receive little, if any, benefit; and the library system is maintained by the so-called "library tax," (2½ cents per $100 assessed valuation), which is levied upon all of the taxable property which Negroes own in Houston, along with that of other citizens. Houston, Texas.

Out of about $90,000 collected each year from the "library tax," less than $4000 is spent upon the Negro library, despite the fact that Negroes constitute approximately one-fourth of the total population. Negroes of Houston generally believe that the "library tax" is unconstitutional, because Negroes receive so little benefit from it; but they have taken no steps to have the courts declare it unconstitutional, since they still live in the hope that some day justice and fair play will be meted out to the Negro library by the library board.

The present crisis of the Negro library arises out of the fact that the library board has asked for the resignation of Miss Bessie Osborne, who has served the Negro library faithfully for nearly twenty years. This was recognized by the board when it said in its letter discontinuing Miss Osborne's services the following: "This is a regrettable matter in view of your long service, your fine character and your devotion to your race."

The reasons for the action of the board in asking for the resignation may be summed up in the following conclusions stated in the report of the sub-committee which made a few hours' investigation of the Negro library:

> **"In considering the work of the library it was believed that the librarian was not sufficiently prepared for the present requirements of the work."**
>
> **"The library, under its present management, is not rendering the fullest service to the community."**
>
> **"The committee is of the opinion that the efficiency of the library should be the first consideration of the Library Board, and after a thorough discussion with the Library Board has reached the conclusion that the management of the (Negro) Library should be changed."**

The Informer and Freeman agrees with the board that this summary dispensing with the services of a librarian who has served her race faithfully and devotedly for nearly twenty years "is a regrettable matter,"- most regrettable. It would seem that twenty years of experience in any position, when that experience has been gained through faithful and devoted service over nearly two decades, would not be lightly dispensed with, but would be continued in service at the Negro library at least until the services of a more capable librarian had been secured, instead of leaving the Negro library in charge of the assistant.

But, if the library board really wants to raise the standards of qualifications of the librarian and assistant librarian at the Negro library, and to increase its efficiency, and generally to do justice by the Negro library, The Informer and Freeman is willing to go along with that kind of program, and we here state what we believe the Negroes of Houston feel to be the absolute minimum necessary to attain these worthy ends:

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The reasons for the action of the board in asking for the resignation may be summed up in the following conclusions stated in the report of the sub-committee which made a few hours' investigation of the Negro library:

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But, if the library board really wants to raise the standards of qualifications of the librarian and assistant librarian at the Negro library, and to increase its efficiency, and generally to do justice by the Negro library, The Informer and Freeman is willing to go along with that kind of program, and we here state what we believe the Negroes of Houston feel to be the absolute minimum necessary to attain these worthy ends:

OUR NEW LIBRARIAN

Miss Bessie Osborne has been displaced at the Negro library in Houston, and we have a new librarian in charge. The new librarian in charge is the former assistant to Miss Osborne. We wish for the Negro library under its new management every possible success, but we should here again call attention to what is necessary to raise the qualifications of the librarian and assistant librarian at the Negro library, in order to have superior qualifications to those possessed by Miss Osborne:

Informer

First. Persons with at least a college degree from a first class college. It should also be remembered that the library board, in its open letter to the Negroes of Houston, promised this or "its equivalent." 2-4-33 Houston, Texas

Second. Persons with a degree in library science from a first class library school. The library board has also promised this or "its equivalent."

Third. Persons with a reasonable amount of experience in the management of a Negro library.

It is unfortunate that the Negro library is now in charge of a librarian with none of the above qualifications, and, in the opinion of The Informer and Freeman, with less qualifications than those possessed by Miss Osborne.

In spite of this unfortunate situation now obtaining at our Negro library, we should hope for the best. But we should not let the impression go abroad that Negroes of Houston are satisfied because they are not.

Some day, when we get the ballot, we can help to elect a mayor and city council who will appoint a library board more interested in justice and fair play to the Negro library.

NEW LIBRARIAN APPOINTED AT NEGRO BRANCH

Informer 3-3

Houston.—Announcement has been made that the Houston Library Board has appointed James Hulbert as librarian of the Negro library, effective June 15, when Mr. Hulbert will take charge under a year's contract to reorganize the library. His selection comes after a great deal of investigation by the library board, and it is thought that he is the most suitable and capable person available.

Mr. Hulbert is a native of Atlanta, Georgia, holds an academic degree of bachelor of science from Morehouse College and a bachelor's degree in library science from Hampton Institute, which is the only recognized library school among Negro colleges of the country. He has had practical experience in the public library of Memphis, Tenn., and in the new half million dollar Atlanta University library.

Improvements Under Way

Already improvements are under way at the Negro library. The woodwork and the floors will be cleaned and refinished, and the walls will be redecorated. Other improvements have already been planned by the library board for the year 1934. While these improvements are being made the work of the library will be carried on in the basement; but it is expected that by the end of two weeks the books may be placed back on the main floor, under very much more favorable surroundings.

Advisory Committee

The committee of the library board in charge of the Negro library has already approved the appointment of a colored branch advisory committee, and appointments to that committee will be recommended to the library board at its next meeting.

Money for

Calhoun Negro School Gets $10,000 Bequest

A press dispatch from Boston, Mass., last night announced a bequest of $10,000 to the Calhoun Negro school in Lowndes County in the will of Frank W. Hallowell, Boston wool merchant. Hallowell's estate was valued at $1,510,000.

The Calhoun Negro school was founded years ago and last year celebrated Founder's Day, the event being attended by a large number of prominent white and negro citizens of middle Alabama.

Bequests to Schools

NEW YORK, July 25.—(AP)—Ella E Russell, who died December 15 last left a net estate of $273,858, a transfer tax appraisal filed today showed She provided bequests totaling $136,000 for religious and charitable institutions including $5,000 each to the Hampton Normal and Agricultural Institute, Hampton, Va., and the St. Paul Normal and Industrial School are Lawrenceville, Va. The Calhoun Colored School, Calhoun, Ala., will receive $2,000.

Montgomery, Ala., Advertiser
July 25, 1933

New Yorker Bequeaths $2,000 To Negro School

NEW YORK, July 24.—(AP)—Ella E. Russell, who died Dec. 15 last, left a net estate of $273,858, a transfer tax appraisal filed today showed.

She provided bequests totaling $136,000 for religious and charitable institutions. The Calhoun Colored School, Calhoun, Ala., will receive $2,000.

SPRINGFIELD, MASS. NEWS

SEP 22 1933

APPEAL FOR FUNDS FOR SCHOOL TO TRAIN THE COLORED YOUTH

To the Editor of The Daily News:—

It is well said that the most important pillars of American progress and success are the Three "G's"—Grit, Grace and Greenback, or money. With these art and science are developed, trade is expanded, peace and prosperity find their ways into every heart and home and the world makes its contribution to civilization.

Grit is that push and energy that man has which causes him to take daring adventures—that causes him to face even death, itself, to save his country from great depressions and to deliver his people from pits of ignorance and disgrace.

Grace is that humble power which causes us to have faith, hope and love for institutions, individuals and projects that revolutionize the world and bring man in closer touch with God.

Money is the key with which man unlocks the wheels of progress and success and sets them in motion so that better times can be felt throughout the nation.

The Newville Rosenwald school of Newville, Alabama, a school that is under the good will and protection of the state and nation, is left to run on two "G's"—Grit and Grace. As a field into which children are transplanted, it is expected that the school will make every effort to train the minds of its pupils; it is expected that sanitary places for training be provided and that prepared teachers be employed. To do a hundred per cent job on economical basis, along with the investments of grit and grace there must be an investment of money in the educational project of the school.

At this particular time schooling for Negro youth of the South and especially the section in which the school is located, is sadly neglected. It is for this reason and the general educational uplift of the public that the writer is traveling from place to place with an humble plea for help. Through the mercy of God and the good will of friends who know the value of education, we hope that the school bells for Negro children in the section of our country here named, will ring early in October, 1933 as they are now ringing everywhere for white children.

We are trying to raise a current expense of $2150 and on unpaid balance of $1956.25 on teachers' salaries, making a total of $4106.25. Contributions of any size will be gratefully accepted and promptly acknowledged.

All checks should be made payable to Newville Rosenwald school. For convenience address letters to Ransom S. Johnson, principal, 595 Union street, Springfield, Mass., or telephone 2-8786, 6 to 10 a. m., and 6 to 9 p. m.

RANSOM J. JOHNSON,
Principal.
Newville Rosenwald School.

Springfield, September 21.

PORTLAND, ME. PRESS HERALD

SEP 28 1933

Negro School In Alabama

Editor of The Press Herald:

It is said that the most important pillars of American progress and success are the three Gs—Grit, Grace and Greenbacks, or money. With these, art and science are developed, trade is expanded, peace and prosperity find their way into every heart and home, and the world makes its contribution to civilization.

Grit is that push and energy which are in man and which cause him to take daring adventures, to face death itself, to save his country from great depressions and to deliver his people from pits of ignorance and disgrace.

Grace is that humble power which causes us to have faith, hope and love for institutions ,individuals and projects that revolutionize the world and bring man in closer touch with God.

Money is the key with which man unlocks the wheels of progress and success and sets them in motion, so that better times can be felt by all people through the Nation.

The Newville Rosenwald School of Newville, Ala., a school that is under the good will and protection of the state and Nation, is left to run on two Gs—Grit and Grace. It is expected that the minds of the pupils be trained, it is expected that simple sanitary places for training be instituted, and it is expected that prepared teachers be employed. To do a creditable job on an economical basis, there must be a small investment of greenbacks, or money, as well as large investments of Grit and Grace in the educational project of the Newville Rosenwald School.

At this particular time the outlook for schooling for Negro youth of the South is greatly discouraging. For this reason and the educational uplift of the public in general, I am traveling from place to place with a humble plea for help. Through the mercy of God and the good will of friends who know the value of education, we hope that the school bells for Negro youth in this sadly-neglected section of our Country will ring again early in October, as they are now ringing everywhere for white children.

The school is trying to raise $2,150 for current expenses and an unpaid balance of $1,956.25 on teachers' salaries, making a total of $4,106.25 urgently needed. t is a great privilege to help a worthy cause in time of distress, even though that cause be unknown to us. Remember, God will take care of the giver and the gift.

Contributions of any size will be greatly appreciated and promptly acknowledged. All checks should be made to Newville Rosenwald School. For convenience address letters to Ransom S. Johnson, principal, 595 Union Street, Springfield, Mass.

Ransom S. Johnson.
Principal Newville Rosenwald School.

MRS. SCHIFF LEAVES ESTATE OF $5,294,587

NEW YORK, Nov. 23.—(AP)—Mrs Therese Schiff, widow of Jacob H Schiff, banker and philanthropist, left a net estate of $5,294,587 when she died February 26, last, a transfer tax appraisal filed today showed.

Seven public bequests were provided in her will. A bequest of $10,000 went to the Tuskegee Normal and Industrial Institute, Tuskegee, Ala.

Birmingham, Ala., News
November 11, 1933

STATE SCHOOLS GIVEN $996,658

MONTGOMERY—(AP)—The state of Alabama Saturday released $996,658 to public schools, the higher institutions of learning and the state normal colleges.

Auburn drew the lion's share with $83,924, followed by the Universtiy of Alabama with $54,431 and Alabama College for Women at Montevallo, $28,149.

The giant sum was made up of $746,658 from the special education trust fund, and $250,000 from the public school fund.

The four normal colleges received $7,989 each, Alabama School of Trades at Gadsden, $5,375, and the Negro A. & M. Institute at Huntsville, $2,687.

The State Department of Education announced that $152,000 of the sum for public schools was withheld awaiting data from counties that share in the equalization fund and the revolving fund, and said the money would be disbursed as soon as the information arrived.

Jefferson County, largest in population, drew the largest sum of the 67 counties, $46,227.

Other county allotments included: Mobile, $17,985; Montgomery, $16,073; Morgan, $7,755; Etowah, $9,454; Dallas, $9,171; Tuscaloosa, $10,394; Madison, $10,505; Pike, $6,057; Lee $6,343; Houston, $7,498, and Colbert $5,932.

Tuskegee Institute officials discussed with the Alabama Public Works Advisory Board a building program estimated to cost $530,000.00 and plan to present a formal application for the loan at once.

Alabama

Education—1933

Money for.

Tuskegee Gets $5,000 From Society Woman

2-11-33

WASHINGTON, Feb. 10.—(AP)—The will of Mary W. C. Bayard, Washington society woman, as filed for probate today disclosed an estate of $425,000.

Among the endowment funds included was $5,000 for Tuskegee Institute in Alabama.

TUSKEGEE BENEFITS

WASHINGTON, Feb. 10. (AP)—The will of Mary W. C. Bayard, Washington society woman, as filed for probate today disclosed an estate of $425,000. Among the endowment funds included was $5,000 for Tuskegee Institute in

Woman Leaves $10,000 To Tuskegee Institute

3-7-1933

NEW YORK, March 6.—(AP)—The Tuskegee Normal and Industrial Institute of Alabama, was bequeathed $10,000 in the will of Mrs. Therese Schiff, widow of Jacob H. Schiff, banker and philanthropist, filed today.

Mrs. Schiff, who was 78 years old, died Feb. 26.

The bequest to Tuskegee was among seven legacies left to institutions. The residuary estate was bequeathed to relatives.

Fla. Times-Union
Saturday, March 11, 1933

TUSKEGEE GETS $5,000

(By Associated Press)

WASHINGTON, Feb. 11.—Tuskegee Institute, in Alabama, has been given an endowment fund of $5,000, according to the will of Mary W. C. Bayard, Washington society woman, who left an estate of $425,000. The will was filed for probate yesterday.

Mrs. Schiff Leaves $10,000 to Tuskegee

Journal
Monday, March 6, 1933

NEW YORK, March 6Z—(AP)—The Tuskegee Normal and Industrial Institute, of Alabama, was bequeathed $10,000 in the will of Mrs. Therese Schiff, widow of Jacob H. Schiff, banker and philandthropist, filed Monday.

Mrs. Schiff, who was 78 years, died February 26 at her Fifth Avenue home.

The bequest to Tuskegee was among seven legacies left to institutions. The residuary estate was bequeathed to relatives.

A bequest of $10,000 was made to Joseph L. Seligman, Jr., of Washington, D. C., Mrs. Schiff's private secretary.

NEW YORK CITY SUN
MARCH 6, 1933

SCHIFF WILL AIDS CHARITY

Seven Institutions Receive Total of $605,000.

MANY CASH BEQUESTS MADE

Residuary Estate to Daughter and Two Grandchildren.

Charitable bequests totaling $605,000 were named in the will of Mrs. Therese Schiff, widow of Jacob H. Schiff, financier and philanthropist, according to her will which was filed for probate today in Surrogates' Court.

The largest institutional bequest was that of $250,000 to the Federation for the Support of Jewish Philanthropic Societies of New York city.

The other charities named and the amounts they receive are the library of the Jewish Theological Seminary of America, $150,000; Solomon and Betty Loeb Memorial Home for Convalescents, $125,000; Henry Street Settlement, $50,000, and Ladies Auxiliary of the Montefiore Hospital, Tuskegee Normal and Industrial Institute and Y. W. H. A., $10,000 each.

Many Cash Bequests.

Mrs. Schiff made numerous cash bequests to relatives and friends and directed that half the residuary be given to her daughter, Mrs. Frieda S. Warburg, of 1109 Fifth avenue. One-quarter of the residuary is to go to each of her grandchildren, John Mortimer Schiff and Mrs. Dorothy S. Backer, children of the late Mortimer L. Schiff.

Mrs. Schiff, herself widely known as a philanthropist during her lifetime, died on February 26, at her home, 965 Fifth avenue. Her will, dated June 22, 1931, was filed today by Cravath, de Gersdorff, Swaine & Wood. Attached to the will was a codicil dated January 19, 1932, which did not alter the principal items in the will. Neither instrument indicated the size of the testatrix's estate.

Husband's Relatives Benefit.

Individuals who receive large legacies under the will were the seven grandchildren of Mrs. Schiff, each of whom will get $50,000. To her sisters, Mrs. Nina L. Warburg and Mrs. Guta Seligman, Mrs. Schiff bequeathed $100,000 each. The same bequest also was made to her son-in-law, Felix M. Warburg.

Bequests of $20,000 each were made to the following nephews and nieces of her late husband; Flora Mezger of Berlin, Germany; Paula Salin of Frankfort, Germany; Otto M. Schiff of London, England; Moritz Geiger of Goettingen, Germany; Clara Sobernheim of Berlin; Claire Schuester of Amsterdam, Holland; Victoria Schiff of London, and Daisy Golding of London.

Bernhard A. Stern, George Stern and Ruppert Stern, cousins, all of 117 East Seventy-second street, will receive $10,000 each. Similar bequests were made in favor of eight friends in and about New York. A bequest of $50,000 was made for Lillian D. Wald "in recognition of her devotion to the Henry Street Settlement."

To Henry Kettel, superintendent of her home on Rumson Road, N. J., "The Terrace," Mrs. Schiff left $10,000. A similar amount was provided for her chauffeur, John Neville, of 160 East Eighty-second street, and her private secretary, Mrs. Thomas Seltzer, of Danbury, Conn.

Bequests of $5,000 were made to each of her maids, Rose McEnerny and Pauline Flad. Bequests ranging from $250 to $1,000 each were made to all her other servants and employees according to their length of service.

The executors of the estate, who were not required to furnish a bond, were Mrs. Schiff's grandson, John M. Schiff, and Felix M. Warburg.

WASHINGTON, Feb. 11 — Tuskeegee Institute, in Alabama, has been given an endowment fund of $5,000, according to the will of Mary W. C. Bayard, Washington society woman, who left an estate of $425,000. The will was filed for probate yesterday.

NEW YORK CITY WORLD-TEL
APRIL 14, 1933

STRAUS ESTATE TO WIDOW, SONS

$1,000,000 Charitable Bequests Revoked in Will of Late Macy Executive.

The major part of an estate of unestimated value is divided among the widow and three sons by the will of Herbert Nathan Straus, philanthropist and vice president of R. H. Macy & Co., on file today in Surrogate's Court.

Wanted to Revise It.

The will, and two codicils filed with it, disclosed that a total gift of $1,250,000 left to his widow, Therese Kuhn Straus, was reduced to $300,000, while charitable gifts aggregating almost $1,000,000 were revoked.

The codicil, executed last June 11 said that due to "the recent passage of the revenue act of 1932, increasing the estate tax, and owing to the present shrinkage of the value of assets, I intend to revise the entire structure of my testamentary provisions, and pending such revision I find it desirable to make immediately certain changes in my last will and testament."

The charitable bequests revoked in the codicil included the following:—

Harvard University, $150,000 for its endowment fund.

Fogg Art Museum of Harvard, $75,000 for endowment or purchase of works of art.

Federation for the Support of Jewish Philanthropic Societies, $150,000.

Metropolitan Museum of Art, $50,000.

American Museum of Natural History, $50,000.

The following received $25,000 each:—
Milton Academy, Milton, Mass.
Charity Organization Society.
New York Association for the Blind.
Catholic Big Sisters.
Catholic Big Brothers League.
United Hospital Fund.
New York Zoological Society.
Police Relief Fund.
New York Fire Department Relief Fund.
Greenwich House.
St. John's Guild.
Actors Fund of America.
Philharmonic Symphony Orchestra pension fund.
Henry Street Settlement.
Hampton Normal and Agricultural Institute.

Tuskegee Normal and Industrial Institute.

One part goes to Mrs. Straus for life, to be divided upon her death among the three sons.

Sons Share Remainder.

The remaining two parts go to the three sons in equal shares. Mrs. Straus also receives besides $300,000 all his furniture, works of art, automobiles and his country home at Middletown, N. J.

He gave his Guadagnini violin to his friend, Samuel Gardner. He directed that his Stradivarius violins, viola and 'cello and his Guadahnini viola should not be sold during the lifetime of his wife except with her consent.

Mr. Straus gave to his servants employed continuously for three years before his death $100 for each year or part thereof. Those employed more than five years are to get an additional $50 a year and those in his service more than ten years receive $100 a year additional. Real estate in Canada goes to his sons.

His widow, his brother, Jesse Isidor Straus and his friend, Wendell Endicott of Dedham, Mass., were named as executors.

UNIFIED EDUCATION ACT OF 1927

Some items questioned by the Economy League and The Age-Herald are building appropriations for which warrants have been issued. These appropriations were originally made in sections 13 and 14 of the Unified Education Act of 1927 for the purpose "of providing additions to grounds, buildings and equipment, and for the payment of outstanding indebtedness incurred for capital outlay, etc.," at the several colleges. Items in question are:

Alabama School of Trades, Gadsden	$100,000
State Teachers College, Florence	100,000
State Teachers College, Troy	75,000
State Teachers College, Jacksonville	100,000
State Teachers College, Livingston	50,000
State Teachers College, Montgomery	37,500
A. and M. Institute Normal	50,000
State Normal School, Daphne	180,000
Alabama College	200,000
Alabama Polytechnic Institute	250,000
University of Alabama	250,000
Boys Industrial School, East Lake	83,333
Totals	$1,475,833

Appropriations continued until paid in full—Section 14 1-2 after outlining procedure for paying these appropriations, provides further "that the balances or all of the apropriations made by said sections, which are not approved for payment by the Governor during the year for which the provisions of said sections make them available, may be approved for payment by the Governor during any subsequent year and provided further that all or any part of the appropriations made in said sections which remain unpaid at the end of the period for which they are made shall be and are hereby continued in full force and effect until paid in full in the manner provided in this section."

The Education Act of 1927 set up a unified educational program. It purposed to place Alabama's educational system on a par with that of other States, and for the first time in the history of the State to give education a fair chance to go forward with a progressive program. The Legislature made appropriations for buildings as a part of the unified program and prescribed that they should be continued until paid in full. These appropriations were subsequently recognized as obligations of the State by the Fletcher Budget Control Act.

Warrants might have been issued as rightfully for the appropriations questioned by the Economy League as for others in sections 13 and 14, but whether issued or not, the Legislature provided that the State would pay them at some future time. The Supreme Court has questioned the legality of those obligations represented by warrants issued when money was not in the treasury, but has not and cannot question the validity of the above items recently ratified and confirmed by the Legislature in Act 294 of the 1932 Special Session.

* * * *

Expenditures of the Teachers Colleges in Excess of Appropriations

Item 2 of the Economy League's article lists debts of the teachers colleges in excess of appropriations as follows:

State Teachers College, Troy	**$104,783.02**
State Teachers College, Florence	**287,805.16**
State Teachers College, Jacksonville	**232,869.31**
State Teachers College, Livingston	**95,625.00**
State Teachers College, Montgomery	**152,413.59**
A. and M. Institute Normal	**55,733.62**
Totals	**$929,229.70**

The above expenditures by the Teachers Colleges were made upon authorization of the State Board of Education, of which Governor Graves, as chief executive and representative of the people, was then chairman. Buildings have been constructed and have for some time been in use for the educational work of the State. They will continue to be used for years to come. They are tangible assets of the State. If they are not paid for by the State, what recommendation has The Age-Herald or the Economy League for reimbursing the companies who contracted in good faith for their construction?

Expending in anticipation of future revenues is a practice which has prevailed in our State government since 1907. Expending for buildings and grounds in anticipation of subsequent appropriations was recognized by the 1927 Education Act in its provision that building appropriations was recognized by the 1927 Education Act in its provision that building appropriations might be used "for the payment of outstanding indebtedness incurred for capital outlay." Excess spending will be prohibited for the future by the budget control provisions of the Warrant Amendment. Alabama cannot fail to pay these obligations incurred under cover of long-established custom.

Birmingham, Ala., News
June 23, 1933

TUSKEGEE GETS $5,000

Estate Of Horace H. Rackham Will Go Mainly To Charity

DETROIT—(AP)—The millions of the late Horace H. Rackham, who made his fortune as one of the original stockholders in the Ford Motor Company, are going to charity.

The will of the wealthy philanthropist, who died June 13 at the age of 73, was filed for probate Thursday. It created a trust fund for various charitable uses which, attorneys said, will result in making nearly $30,000,000 available over a period of 25 years. Between $13,000,000 and $15,000,000 is available immediately.

The will places administration of charities in control of a board of trustees, one member of which is the widow, Mary A. Rackham. The principal and income, the will specifies, is to be expended for "such benevolent, charitable, educational, scientific, religious and public purposes as in the judgment of the trustees will promote the health, welfare, happiness, education, training and development of men, women and children, particularly the sick, aged, young, erring, poor, crippled, helpless, handicapped, unfortunate and underprivileged, regardless of race, color, religion or station, primarily in Michigan and elsewhere in the world."

Under special gifts made in the will $5,000,000 goes to Tuskegee Normal and Industrial Institute, Tuskegee, Ala.

Jackson Citizen Patriot
June 23, 1933

Rackham Will Provides for Wide Charity

DETROIT, June 22—(AP)—The millions of the late Horace H Rackham, who made his fortune as one of the original stockholders in the Ford Motor Company, are going to charity.

The will of the wealthy philanthropist, who died June 13 at the age of 73, was filed for probate today. It created a trust fund for various charitable uses which, attorneys said, will result in making nearly $30,000,000 available over a period of 25 years. Between $13,000,000 and $15,000,000 is available immediately.

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The bequest, attorneys said, is the largest single gift to charity in the history of Michigan.

Under special gifts made in the will, the University of Michigan regents will receive $100,000 to be used as loans or gifts to deserving students. A score of other smaller bequests were made, many in Detroit. Those outside Detroit included $50,000 to the First Church of Christ, Scientist, Boston, Mass.; $50,000 to the Imperial Council of the Ancient Order, Nobles of the Mystic Shrine, Washington, for maintenance of Shriners' hospitals for crippled children; $10,000 Quaker Children's Home, McConnell, N. C.; $10,000, Christian Science Church of Southern Pines, N. C.; $10,000, Milligan College, Milligan, Tenn., and $5,000 to Tuskegee Normal and Industrial Institute, Tuskegee, Ala.

Rackham, at 45, borrowed $5,000 to invest in stock of the Ford company, and 16 years later sold out to the Fords for $12,500,000. He never put more than the initial $5,000 into the company, and had drawn more than $4,000,000 in dividends

Jackson Citizen Patriot
June 23, 1933

Man Whose $5,000 Made Millions Leaves $30,000,000 to Charities

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July 6, 1933

Calhoun Negro School Gets $10,000 Bequest

A press dispatch from Boston, Mass., last night announced a bequest of $10,000 to the Calhoun Negro school in Lowndes County in the will of Frank W. Hallowell, Boston wool merchant. Hallowell's estate was valued at $1,510,000.

The Calhoun negro school was founded years ago and last year celebrated Founder's Day, the event being attended by a large number of prominent white and negro citizens of middle Alabama.

D.C.

Education

Money for.

SENATE PASSES MILLION FOR H. U.

Journal 2-10-33 Washington, D.C.

The Senate passed the Interior Department appropriation bill, Wednesday, which included an item of $400,000 for a heat, light and power plant at Howard University. Representative Oscar DePriest secured the insertion of the item in the bill over the opposition of the House appropriation committee. The bill carries a total of $1,092,500 for Howard University. Of this sum $412,500 is for salaries and $220,000 for general expenses of the university. The bill now goes to conference as it has already passed the House.

For Freedmen's Hospital the bill carries $276,130, of which $199,270 is for salaries and professional services, and $76,860 for general expenses.

Dean Kelly Miller Reveals De Priest's "Finesse" In Getting H. U. Appropriations

Courier 2-25-33 Pittsburgh, Pa.

Grant Has Been Non-Partisan In Character For the Past Fifty Years, Howard Dean Opines.

WASHINGTON, Feb. 23—Much ado has been made of Congressman DePriest's skillful handling of the Howard University appropriation. In some quarters attempt has been made to inject the partisan feature. I have repeatedly maintained that these appropriations have been made for the past 50 years by the common consent and good will of both parties. During that time Congress has been, now under control of one party, then of the other, and again under the partial control of each. At times individual Democrats have jeopardized the appropriations, while Republicans rushed to the defense; and on one occasion at least Democrats have defended it against the assault of Republicans. It is true that a small minority of Southern Democrats have sought to bedevil it from time to time against the defense of the overwhelming majority of both Republicans and Democrats. But on the whole, the appropriation began in 1879 under a Democratic Congress at $10,000 and has gone on without interruption until it registered nearly one million at the present session.

The regular, normal appropriation for the ensuing year went through a Democratic House and Republican Senate without one word of opposition in either house by either party. There was considerable controversy over the extra budgetary item of $460,000 for a new power plant.

The history of this item makes an interesting story. At the last session of Congress it passed the Democratic House and was rejected by the Republican Senate. The Republican administration refused to include it in the current budget and sent the appropriation bill to the House with it left out. Both parties in the House had entered into a solemn conpact not to go outside of the budget—an agreement which had not once been violated up to this time. The committee of the House, pursuant to this understanding, and in the interest of economy, refused to insert it in its recommendations. This was entirely regular and followed the precedent set by the Senate the year before.

At this juncture Congressman DePriest steps into the arena, and with an unsuspected parliamentary skill maneuvered the matter to victory. At first his task seemed utterly hopeless. How could he, a Republican, and a Negro Republican at that, persuade a Democratic House to insert an item which had been previously rejected both by the administration and the Appropriation Committee? He fortified himself with the requirements of parliamentary procedure and secured from Mr. Cassell, the University's architect, the technical justification of the project. Thus fortified, he scored a victory rarely achieved in the annals of Congress. He pleaded intelligently and convincingly for his race, and the House membership responded sympathetically. Both parties began to play politics, with the Negro vote in the background. Each sought to put the other in a hole. The Republican minority, as minorities are won't to do, tried to put the Democratic party in bad, by espousing an item which the committee had turned down. On the other hand there were too many Democrats with Negro voting constituency to allow the little game to go through. The Southern Democrats, with no effective Negro constituents, could well afford to stand by the regular order in the name of economy. But practically every Democratic member from the North either voted for the appropriation or was paired in favor of it. So that when the smoke of battle had blown away no party could claim the victory or shoulder the responsibility of defeat. But like most of the measures which have passed Congress in recent years, it was accomplished by votes of both parties. This was as it always has been. No appropriation for Howard University during the past 54 years has passed by a strict party vote. Let us hope that it always will be thus. Mr. DePriest made no partisan appeal but sought to secure votes for the measure wherever he could find them. His zeal and tact in maneuvering the matter through the Senate was not less earnest than he had shown in the House. I hope that the President will present him with the pen with which the bill is signed. The race, without regard to party lines, owes him a public testimonial.

After the matter had passed the Democratic House with such unmistakable approval, there was little doubt that the Senate would reverse its previous stand and give its approval also. It could not afford to face the country with registered attitude on an issue which affects the entire colored race less favorable than that of its Democratic rival. The political strategy of the situation favored the Negro.

As these appropriations have been non-partisan or co-partisan in the past, let us hope that they will continue to be so in the future. Otherwise, the outlook would be gloomy indeed for Howard University. It certainly cannot pin its hope in the Republican party, which is at present out of luck. The Democrats have an overwhelming majority in both Houses of Congress as well as the occupant of the White House. It will have control of the Government certainly for four years, and probably for eight. President Roosevelt believes in a new square deal for the Negro for all American citizens. The Southern members constitute a minority of the Democratic party in both Houses of Congress. They have neither the power nor the disposition to defeat the just claims of the Negro, as they were once wont to do when political animosities ran high. The welfare of Howard University, as well as the welfare of the race as a whole, depends upon the good will and co-operation of both parties and all sections.

HOOVER SIGNS DEPRIEST BILL

Afro-American 3-25-33

WASHINGTON—Efforts of Congressman Oscar DePriest, of Illinois, to help secure an appropriation of $460,000 for a new heating, light, and power plant at Howard University successfully culminated in legislation on Saturday when President Hoover signed the Department of the Interior bill.

As an expression of appreciation the executive committee of the General Alumni Association of the University through Howard H. Long, its chairman, addressed the following communication to Mr. DePriest: 'On behalf of the alumni of Howard University, the executive committee of the General Alumni Association wishes to express their profound appreciation of your vigorous sponsorship of the measure.'

The Howard University appropriation for the year 1933-1934 amounts to $1,092,500, including $412,500 for salaries; $220,000, for general expenses; and $460,000 for the heating and power plant.

Howard Fund Is O. K'd

Defender 2-25-33 Chicago, Ill.

WASHINGTON, D. C., Feb. 24. — Efforts of Congressman Oscar DePriest of Illinois to help secure an appropriation of $460,000 for a new heating, light and power plant at Howard university successfully culminated in legislation on Saturday when President Hoover signed the department of the interior bill.

The original bill as presented to the house of representatives did not include this particular item, whereupon Mr. DePriest offered an amendment from the floor, which was passed Dec. 28, 1932, by a vote of 136 to 106, with 110 Republicans and 26 Democrats supporting the measure. Technical data in the case presented by Mr. DePriest was prepared by Albert I. Cassell, Howard university architect.

Thanks DePriest

As an expression of appreciation the executive committee of the General Alumni association of the university, through Howard H. Long, its chairman, addressed the following communication to Mr. DePriest: "On behalf of the alumni of Howard university the executive committee of the General Alumni association wishes to express their profound appreciation of your vigorous sponsorship in the congress of the United States of the measure providing a new power plant for the university. While not unmindful of those who assisted you, we cheerfully ascribe to you the leading role in the success that has been obtained. To us who know you this is another expression of the courage and political sagacity which have characterized your activities on Capitol Hill.

"You carry with you our best wishes in your continued service to a constitpency-at-large and a nation that needs your point of view."

Funds in Million Mark

The Howard university appropriation for the year 1933-1934 amounts to $1,092,500, including $412,500 for salaries, $220,000 for general expenses and $460,000 for the heating and power plant.

It is hoped to complete the heating and power plant by next fall in order to meet the present and urgent needs of the university, and also to provide heat and light for the new $390,000 chemistry building and $460,000 educational classroom building, both of which will have been completed by that time. An underground tunnel to connect the plant with the several buildings of the university, costing $225,000, is now nearing completion. Plans for all of these projects are being executed and the construction is being supervised by the university architect and his staff.

WASHINGTON, D. C.
TIMES

FEB 18 1933

HOUSE REJECTS DE PRIEST PLEA FOR SCHOOL

$67,000 Item for Colored Site Defeated, But Slash for White School Wins

The House today blocked a move of Representative Oscar DePriest (R.) of Illinois to appropriate $67,000 for the site for a colored school.

DePriest introduced the amendment along with another which was passed and which cuts a $500,000 appropriation for a white high school in the Reno section by $47,000.

In resuming its work on the District bill the House defeated 47 to 21 an amendment by Representative Howard W. Smith (D.) of Virginia, which would have removed children of Government employees and Army and Navy officials stationed outside the District from a restriction barring them from attending schools in the District.

As the bill was taken up anew Representative Clarence Cannon (D.) of Missouri chairman of the House Appropriations subcommittee which wrote the bill, urged all members to remain on the floor so that the bill could be passed before adjournment.

Representative Wright Patman (D.) of Texas made an address in which he commended John J. Noonan for his work in behalf of legislation giving school children the right to ride on street cars for three cents.

ENTIRE HOWARD UNIVERSITY IS REORGANIZED

Ohio Eagle 2-25-33 Baltimore, Md.

Engineering Seminar, Religious, Evening Schools Abolished.

PHARMACY, ART, MUSIC MAY GO

Quarter System Also Abolished.

EDUCATION SCHOOL ADDED TO COLLEGE

Graduate School to Have Its Own Dean and Faculty. To Fix a Salary Schedule.

WASHINGTON—Sweeping changes in the courses of study, with the dropping of some departments and plans for a complete re-organization of teacher status and salary were adopted at a special meeting of the board of trustees of Howard University, Friday.

In addition to the rearrangement of courses and the appointment of a committee to work out a basic salary scale for teachers, the board also dropped the quarter system and replaced it with a school year divided into semesters.

Many Changes

A complete list of changes made by the board follows:

1. That, as hereinafter provided, all courses of study offered in Howard University be offered in one undergraduate school; in one graduate school; and in five (5) professional schools, viz: of Medicine, Dentistry, Pharmacy, Law and Religion; the final decision concerning the continuance of the School of Pharmacy, however, to be postponed to the fall meeting (1933) of the board.

2. That all departments of undergraduate study be combined in the College of Liberal Arts, at the end of the next academic year (1933-34).

3. That during the next academic year (1933-34), all present undergraduate courses, except those specifically dropped, be continued and all necessary re-adjustments be made with a view to the least possible dislocations and the least possible inconvenience to students already matriculated, and without unnecessary obstacles to their completion of the courses being pursued; that, to this end, the matter of all such re-adjustment be referred to the Committee on Instruction and Research with power, after due conference and consultation with the president and the deans of the College of Liberal Arts, the College of Education, and the College of Applied Science.

Graduate School

4. That all graduate study be offered in a graduate school beginning with the year 1934-35, and that this school have an organization and administration analogous to that of the other separate schools and colleges of the university, and with a dean at its head.

5. That the courses in electrical engineering, civil engineering, mechanical engineering and architecture be dropped at the end of the next academic year (1933-34).

6. That the courses in education and home economics be so re-organized that there shall be offered in the College of Liberal Arts, and in the form of undergraduate majors, sufficient courses and of a character to afford adequate concentration to prepare for graduate or professional study in these fields.

7. That the graduate school beginning in 1934-35 offer proper opportunities for genuine graduate work, including graduate courses in home economics and education, when conditions permit.

Music and Art

8. That the courses in music and art be continued as at present for the next academic year, and that a special committee be appointed to study and report upon the readjustment of these departments and their courses both to the graduate and undergraduate schools.

9. That the Correspondence, Evening School, and College of Religion courses be discontinued at the end of the present academic year (1932-1933), and that the School of Religion thereafter proceed as a graduate school only.

10. That the quarter system be dropped at the end of the spring term of 1933, and that hereafter the academic year for all departments of the university be divided into semesters.

11. That the summer sessions be discontinued immediately.

12. That for the academic year 1933-34 students be permitted to meet their regular college bills in such installments as shall be determined by the executive committee after consultation with the several deans and the treasurer of the university.

13. That a committee of five be appointed to consider the establishment of a basic salary schedule for officers of instruction and administration throughout the university and to report its findings with appropriate recommendations at the fall meeting (1933) of the board.

Retain Teachers

14. That it be the policy of the university, during the present crises, to continue the employment of as many of those at present on the teaching force as possible, and to meet budget requirements and compulsory retrenchment by reduction of salaries rather than by dismissals, and that as far as the budget will permit, an effort be made to absorb elsewhere in the university, at least for the time being, those teachers whose departments of study are discontinued.

The board also adopted a permanent policy concerning the tenure of all employees of the university.

H.U. GETS MOTEN ESTATE FOR A TRAVEL FUND

Ohio-Eagle 2-16-33

WASHINGTON—The entire estate of Miss Lucy E. Moten, former principal of Miner Normal School, who died recently in New York City after an automobile accident, after a sufficient amount of money is set aside for the upkeep of her mausoleum, will go to Howard University for students who wish to enlarge their education by travel.

Baltimore, Md.

In her will filed in the District Supreme Court last Friday she directs that sufficient money be deposited in a savings account in the Munsey Trust Company to pay for perpetual repair and cleanliness of her mausoleum in Harmony Cemetery.

She gives the balance of her property to Howard University for the education by travel of students of the university, regardless of sex, color or creed. Under the conditions of her will, Howard University is to select the students, who shall within a limited time complete their studies or who have completed their courses in the college department and desire to travel in the interest of research and knowledge, after which they may be entitled to receive a diploma and in that way materially complete their education.

Miss Moten stipulated in her will that the selection of such students shall not be from the standpoint of their book learning, but with care to bestow the privilege upon those of the highest moral character and pleasing personality.

C. H. Pope, cashier of the Munsey Trust Company, and Wilton J. Lambert, an attorney, are named as the executors of her estate.

Her will was dated March 4, 1931.

Education - 1933

D.C.

Money for.

WILL GIVES HOWARD $10,000

Courier 12-16-33

Pittsburgh, Pa.

NEW YORK CITY, Dec. 14—A sum of money "over $10,000" was provided Howard University in the will of Miss Lucy Moten, distinguished educator and traveler, who was killed in this city by a motor car several months ago. Probated last week, the will states that this money shall be used by the university to afford educational travel for students in furthering their works in various fields of research. The exact amount in excess of $10,000 was not made known.

Miss Moten, widely known in America and Europe, was former principal of Miner Normal School in Washington, D. C. She was a patron of the arts, and regarded the manners of an individual as the final key to one's real education. She held travel as the "greatest finishing touch to ones educational career."

With this gift from Miss Moten's estate, Howard University has fallen heir to a second parcel from the wills of its educational admirers this fall. The entire, extensive and valuable library of the late Miss Emma G. Merritt, former supervisor of primary education of the District of Columbia public schools, was left Howard University. Miss Merritt also traveled and studied extensively in Europe.

Education-1933

Florida

Money for.

MAN GIVES $43,350 TO FLORIDA SCHOOL

TALLAHASSEE, Fla.—The beauty of Ftssenden Academy, in charge of R. S. Sims, a graduate of Tallahassee, is rarely seen by visitors. It lies in an unbeaten path midway between the ocean and the gulf.

3-11-33

A series of fires and a bequest of 43,350, from Henry S. Chapman of Glen Ridge, N.J., which made possible a new main academic building, has resulted in modern and improved buildings for the school.

The chief difficulty confronting the school is the widely scattered colored population. They are not "bunched" in Florida as in many other states, which increases the cost of maintaining separate schools for their children. There are 12 contiguous counties in the vicinity of Fessenden Academy in which there are no public high schools for colored.

Bethune Cookman Fund Bequeathed $10,000

7-13-33.

DAYTONA BEACH, Fla., July—The Endowment Fund of Bethune-Cookman College was augmented to the extent of $10,000 by a bequest in the will of Simon J. Peabody, the heirs announced a few days after the death of the great philanthropist on May 1.

According to the terms of the will $10,000 was provided for Bethune-Cookman's endowment, to be invested and the returns handed over to the school. Several other institutions were on the list of beneficiaries including the Family Welfare Association, the Y. W. C. A., the Y. M. C. A., and several local colored churches.

MIAMI, FLA.
HERALD

AUG 11 1933

ALWAYS BORROWING

IT BEGINS to appear that the state of Florida is bent on borrowing itself out of adversity, figuring that since the various parts of the state owe so much already, it won't hurt to owe a great deal more.

Not only have the institutions of higher learning failed to scale down their expenses except as they were forced to do so by a budget board, but now we see them preparing to ask the federal government for a loan of nearly $1,000,000 for new buildings, at a time when all institutions of higher learning just completed the greatest building program in their history.

If the government lends this money, $350,000 would be spent at the University of Florida, $250,000 at the Florida State College for Women, and the balance of $300,000 at the Florida A. & M. College for Negroes and the the school for the deaf and the blind at St. Augustine.

First, it is not clear how state institutions can borrow, when the constitution so clearly prohibits it. Second, we do not see that this money, if borrowed, would be repaid from any other source than the pocket of the taxpayer. Oh, of course, it is planned that such buildings will be self-liquidating, as the quaint saying goes. That's the trouble with all this debt; it looks so easy to pay back when it is incurred.

Borrowing, even from the government, is not a good practice at this time. Florida already is in the hole more than $5,000,000 for unemployment relief, borrowed from the federal government. Her cities and counties and districts are pulling every wire and every string to get in on the borrowing, to the end that we may enjoy the money and our grandchildren have the doubtful privilege of paying it back.

We learn little, it seems, from the debt inheritance of the boom.

Tallahassee, Fla. Democrat
November 1, 1933

Uncle Sam Spends Third of a Million in Leon

Tallahasseeans probably haven't stopped to consider the matter, but Uncle Sam is placing about $340,000 in circulation in Tallahassee and Leon county this year.

While part of the federal money distributed here this year is for needy relief and other phases of the national recovery program, by far the most of the government expenditures are permanent, and represent payrolls, utility bills, and purchases of varied supplies.

The largest single item, or enterprise, maintained here is the Tallahassee post office. For several years, the post office here has received approximately $100,000 a year from sale of stamps. Virtually every dollar of these receipts is returned in salaries for 26 post office workers, a number of rural carriers, and building employes in service at the federal building.

Loans approximating $42,000 have been made to several hundred Leon county farmers with which to make and market this year's crop. These loans came through the county agent's office and were handled by an approved committee. They were granted to provide growers with cash for buying fertilizers, feed for live stock, and seed with which to plant crops of feed and food.

Another group of Leon county farmers received about $18,000 for their participation in the government's cotton acreage program. Checks for most of this work already have been received by farmers who destroyed part of their cotton crop. Through the county agent's office, the plan will be continued next year with additional compensation to the same growers and any others who care to participate.

The Florida A. and M. College for Negroes will be the recipient of $25,000 of federal funds this year. $18,750 of this money already has been paid according to J. T. Diamond, secretary of the state board of control. The money is for use in teaching agriculture, home economics, and other subjects used in training negro men and women.

Education projects probably make up the second important government project in this county, insofar as amount of federal funds spent here is concerned.

Four supervisors and several clerks in the office of State Superintendent W. S. Cawthon are paid $8,730 per year from federal funds allocated here for educational purposes.

One teacher of home economics at Florida State College for Women receives $1,500 in federal money to apply on her salary.

Leon county schools, where agriculture and home economics are being taught, receive $1,000 per year in federal money to assist the state and county in its program. Part of this also goes to help support the vocational school conducted here by Mrs W. P. Shelley, known as the Lively Continuation school.

At Florida State College for Women in the extension department, five workers, including the state home demonstration agent and her helpers, received part of their salaries from the federal government.

At the present time, the Leon County Relief council is paying more than $1,000 per week for labor. This project, because it was shut down for part of the year, will average only about $3,500 per month, or perhaps about $45,000 for the year. The money comes from federal funds supporting the relief administration, and is all spent in the county. It also includes direct relief extended to numerous stranded and destitute transients who have been aided here during the year. Transportation, food, clothing, medical treatment, and various other needs have been met in this way. Part of the $3,500 per month also goes to support the local reemployment office, a federal aid project, and the toy repair shop, where relief workers are employed.

Tallahassee merchants report at least $3,000 per month received from nearby CCC camps from purchase of food and other supplies.

A payroll totaling $550 per month

is represented in the office of Ben A. Meginniss, local manager for the home owners loan corporation. This also is federal money.

Approximately $1,000 per year comes from Uncle Sam and is applied on the salaries of G. C. Hodge, county farm agent, and Miss Ethyl Holloway, county home demonstration agent.

Twenty-six office workers here in the emergency relief administration, directed by Marcus C. Fagg, will be paid more than $20,000 in salaries this year, all from federal funds.

Eight employes in the office of James E. Cotton, state engineer for the advisory board, federal public works administration, will receive about $12,000 this year. This, too, is federal money. Added to this is the remuneration of C. B. Treadway chairman of the board.

A sum totaling $2,123 goes to help pay the salaries of the negro home demonstration agent in Leon county, and to apply on the salary of a stenographer in the office of Miss Flavia Gleason state home demonstration agent.

Company M, local unit of the Florida national guard, receives about $8,000 a year in pay checks for the men. This money comes from the federal treasury, and in addition to payrolls, the government also has about $56,000 worth of equipment for the company located at the armory here.

Other workers here also are paid by Uncle Sam. There is the United States commissioner, a referee in bankruptcy and numerous employes and deputies who spend only a portion of their time here. The county receives some money for boarding federal prisoners in the county jail.

Since January 1, there has not been a single penny of federal road money spent in the county. The three federal prohibition investigators who formerly had an office in the federal building have been dismissed from service, and the border patrol office here, which employed from three to five men regularly also has been discontinued.

Florida

Education - 1933

Money for.

Pass Appropriation for Fla. A. and M.

TALLAHASSEE, Fla., June 15.—President J. R. E. Lee of the Florida A. and M. college has received the appropriation bill passed by the Florida state legislature, which closed its 60-day biennial session June 4, approving the budget of the college for the next biennium in the sum of $314,440.

President Lee, in attempting to meet the economic situation, has materially reduced costs of student maintenance for the summer and winter sessions. He was reappointed in April to continue as president for the next two years by action of the Florida state board of control.

Education - 1933

Money for.

Georgia.

GEORGIA S. PEABODY LEFT $500,000

Lake George Summer Resident Made Several Philanthropic Bequests

New York Times

Special to THE NEW YORK TIMES.

GLENS FALLS, N. Y., March 3 —An estate with a gross value of more than $500,000 was left by Georgia S. Peabody of New York, well-known Summer resident of Bolton Road, Lake George, who died on Nov. 21, 1931, a transfer tax appraisal filed today in Warren County Surrogate's Court shows.

The gross value is $505,926, with deductions of $287,880.90, for funeral expenses, obligations and administration, leaving a net value of $218,045.10.

Under the will St. James's Episcopal Church at Lake George receives $1,000. The bulk of the estate, including a legacy of $50,000, all household goods, jewelry, automobiles and other personal effects except wearing apparel and the residuary estate goes, after a number of specific bequests, to a son, Charles Samuel Peabody of Millwood, Westchester County.

Field & Field of 1 East Forty-second Street, New York City, are attorneys representing the executors, Charles Samuel Peabody and Frank L. Sniffen, a brother. The tax on the estate amounts to $2,193.06. Beneficiaries are listed as follows:

Alice B. Peabody of Millwood, Westchester County, a daughter-in-law, $25,000; Mary S. Field of New York City, a sister, $25,000; Frank L. Sniffen of Broklyn, a brother, $25,000; Carlys Peabody Coleman of Seabright, N. J., a granddaughter, $20,000; Harold S. Robins and Mrs. Helen Robins Anderson of Plainfield, N. J.; George Stanley Robins of Webster Groves, Mo., $25,000 each; Dudley Peabody of New York City and Mrs. Eva Peabody of Montclair, N. J., $1,000 each; Ella Brumley Nelson, Brooklyn, $4,000; George Foster Peabody of Saratoga Springs, $1,000; Fort Valley High and Industrial School of Fort Valley, Ga., $5,000; Bethany Memorial Kindergarten of Brooklyn, $3,000; Townsend Peabody Coleman of Seabright, a great grandson, $20,000 in trust.

Macon, Ga., News
Thursday, March 2, 1933

Ballard Gets $431 In Drive for $500

Prof. R. G. Von Tobel, principal of Ballard school for Negroes, Wednesday night reported the close of the institution's drive for $500 with total contributions of $431.82. The principal announced that he and Chief of Police Ben T. Watkins will solicit the remaining funds for the goal.

Negro churches gave $121.53 and Ballard students, $310.27.

"I believe this campaign will make it possible for Ballard to continue its work and to close the year clear of debt," the principal said. "But we still have hopes raising the institution to junior college level."

Vienna, Ga., News
July 6, 1933

Man Whose $5,000 Made Millions Gives $30,000,000 to Charity

DETROIT — The millions of the late Horace H. Rackman, who made his fortune as one of the original stockholders in the Ford Motor Company, are going to charity.

The will of the wealthy philanthropist, who died June 13 at the age of 73, was filed for probate today. It created a trust fund for various charitable uses which, attorneys said will result in making nearly $30,000,000 available over a period of 25 years. Between $13,000,000 and $15,000,000 is available immediately.

The will places administration of charities in control of a board of trustees, one member of which is the widow, Mary A. Rackman. The principal and income, the will specifies, is to be expended for "such benevolent, charitable, educational, scientifice, religious and public purposes as in the judgement of the trustees will promote the health, welfare, happiness, education, training and development of men, women and children particularly the sick, aged, young, erring, poor, crippled, helpless handicapped, unfortunate and underprivileged, regardless of race, color, religion or station, primarily in Michigan and elsewhere in the world."

The bequest, attorneys said, is the largest single gift to charity in the history of Michigan.

Under special gifts made in the will, the University of Michigan regents will receive $100,000 to be used as loans or gifts to deserving students. A score of other smaller bequests were made, many in Detroit. Those outside Detroit included $50,000 to the First Church of Christ, Scientist, Boston, Mass.; $50,000 to the Imperial Council of the Ancient Order, Nobles of the Mystic Shrine, Washington, for maintenance of Shriners' hospitals for crippled children; $10,000 to Quaker Children's Home, McConnell, N. C.; $10,000 to Christian Science Church of Southern Pines, N. C.; $10,000 to Milligan College, Milligan, Tenn. and $5,000 to Tuskegee Normal and Industrial Institute, Tuskegee, Ala.

Rackman, at 45, borrowed $5,000 to invest in stock of the Ford company, and 16 years later sold out to the Fords for $12,500,000. He never put more than the initial $5,000 in the company, and had drawn more than $4,000,000 in dividends.

BOARD RECEIVES $300 FOR SCHOOL

D. F. Bruce Is Added to Advisory Group to Central City College

Members of the new advisory board of Central City college, Negro institution here, yesterday announced they had received more than $300 in unsolicited contributions during the last week and would apply the amount to the college indebtedness.

James Allen Porter is chairman of the advisory board and its members include a number of Macon's leading citizens.

D. F. Bruce, county demonstration agent, has been added to the advisory board made public last week, it was announced.

Mr. Bruce and S. H. Lee, Negro farm agent in this county, will work out a program for the cultivation of the college's 272 acres of land so that much of the food needed for students and all feed needed for stock may hereafter be grown on the farm.

During the last week the ground has been prepared for six acres in truck and this week 30 acres will be prepared for sowing oats, rye and Austrian peas.

Lewis' Statement

Arthur Lewis, secretary of the board, said yesterday that many Negroes had gained the impression that the board of white citizens had taken the college away from the Negroes.

"This is absolutely erroneous," Mr. Lewis said. "The only purpose of the board has is to save the college for the Negroes."

The board, he said, will only prepare the institution's budget and otherwise handle its finances in an effort to retire its indebtedness and arrange a program of improvements.

The board will not interfere with the operation of the college itself, he said. Mr. Porter and members of the advisory board have given large sums to the institution.

Contributions Listed

Contributions were announced yesterday as follows: J. W. McCook and J. W. McCook Lumber company, $100; Mount Calvary Baptist association, $50; $100 from a white man whose identity is withheld; Rev. William P. King, Atlanta, $5; Progressive Sunday School convention, $2; Rev. S. S. Broadnax, Thomasville, $10; Second District Union of the Rehoboth association, $25, and a promise of $25 from the Columbus association.

Mr. Lewis said letters will be mailed out late this week to 5,308 Negro Baptist preachers of the state advising them of the plans of the board and urging their co-operation. They will be given plans, too, for the drive which is soon to begin in an effort to obtain a $1 contribution from every Negro Baptist in Georgia.

Mr. Lewis said numerous applications have been received from teachers seeking positions on the faculty.

Donations Asked For Negro School

Only $700 Remains Unpaid of $14,000 Indebtedness

From $14,000 the Memorial Trade school, Negro branch of the Macon vocational school, has reduced its debt to $700, W. H. Saxon, founder and administrator of the school said yesterday in making an appeal for funds to wipe out the indebtedness.

The school, which is located at Woolfolk and Norris streets, East Macon, offers a nine months' course, has three instructors and 100 students, housed in a two-story brick building.

Half of the expenses of the school are paid by the vocational board of Georgia. The balance is provided by the school, obtained chiefly by subscription.

In a pamphlet recently published by Saxon, The Employer and Employe, the general aims and instructions to students are presented. He urges students to observe such principles as honesty, neatness in appearance, promptness, and respect for employers.

The school offers training in home making, nursing, sewing and domestic science in general, mechanics and printing.

MACON CITIZENS TO CO-OPERATE IN NEGRO SCHOOL SOLICITATION

Drive for $1,000 Will Be Launched Dec. 11 for Saxon's Memorial Institution

Telegraph
12-1-33
Macon Ga.

"Gifts of Thanksgiving in a timely Christmas spirit of appreciation for its four years of community service" will be sought for the Memorial Training school for Negroes in a $1,000 drive to be launched Dec. 11 by prominent white people of the city, it was announced yesterday.

For the Negro vocational school operated under the state board of vocational education, more than 20 "white friends" of the institution will hold a dinner meeting next Friday night at 7:30 o'clock at the school, Woolfolk and Norris streets, to begin soliciting "a dollar each from 1,000 people."

Announcement of campaign plans was made by Rev. A. C. Baker, pastor of the Tabernacle Baptist church, and general chairman. Others on his committee are P. T. Anderson, acting postmaster, and Lincoln McConnell, state re-employment director. The drive organization which will be announced later will consist of 20 white women workers, Rev. Baker said.

Among prominent Macon people who have endorsed the plan are James H. Porter, manufacturer; Walter P. Jones, Bibb county school superintendent; H. W. Pittman, factory manager; J. Clay Murphey, president of Murphey, Taylor and Ellis, and C. L. Kirven, district manager of the Southern Bell Telephone company.

The school was founded about five years ago by J. T. Saxon, now president, as a memorial to his son, James Robert Saxon, who died as a student at Morehouse college. Funds saved to give his son a professional education were used by Saxon in starting the institution, the committee said.

Buildings and equipment at the school are now valued at about $14,000, but the campaign money is needed to erect a domestic science department now filled beyond its capacity, it was said.

Many Graduates

Scores of graduates in cooking, maid service, sewing, home-making, and domestic nursing have been placed in Macon homes, and the campaign announcement says the drive fund "will help pay tuition for 100 poor deserving Negro girls and women who are trying to make themselves useful and beneficial employes."

A course in bricklaying has recently been added to the curriculum, Saxon said. "It seems there is no better time for Christmas gifts to a worthy institution than now," he added, expressing "deep appreciation" for the help of "white friends."

Education - 1933

Money for.

Georgia.

Atlanta, Ga. Constitution
Thursday, March 23, 1933

Gift to School.

SPARTA, Ga., March 22.—Linton Stephens Ingraham, venerable head of the Sparta Agricultural and Industrial Institute for colored youths, has been notified that his school has been remembered in the will of the late Miss Caroline Fox, of Arlington, Mass., with a bequest for $1,000. Miss Fox has been a regular contributor to the local colored school for a number of years and was greatly interested in the work being done here.

To View Water Plant.

THOMASVILLE, Ga., March 22.—

Kansas.

Education - 1933

Money for.

KANSAS SCHOOLS GET CUT IN FUNDS

Kansas City & Topeka

Plaindealer

3-24-33

Kansas City Kans

WESTERN UNIVERSITY AND KANSAS VOCATIONAL SCHOOL GET $82,000 EACH.

(Plaindealer News Service)

TOPEKA, KANSAS, March 24—The biennial agitation for the merger of the Kansas Vocational School here with the Industrial Department of Western University at Kansas City has again been put to rest at least for a while by legislative appropriations for both schools.

Determined action on the part of some legislators greatly endangered the continuance of both schools for a while. A bill was introduced in the Senate to merge the State Industrial Department of Western University with the Vocational School at Topeka. Friends of the school strenuously opposed such a merger, and the bill did not pass. Then the Senate Ways and Means committee left out of the list of appropriations any reference to the Industrial Department of Western University.

Again friends of the school got busy. The result was a House bill from the Ways and Means Committee making appropriation for both the Kansas Vocational and the Industrial Department of Western University, which bill after heated debate in the Senate passed without opposition.

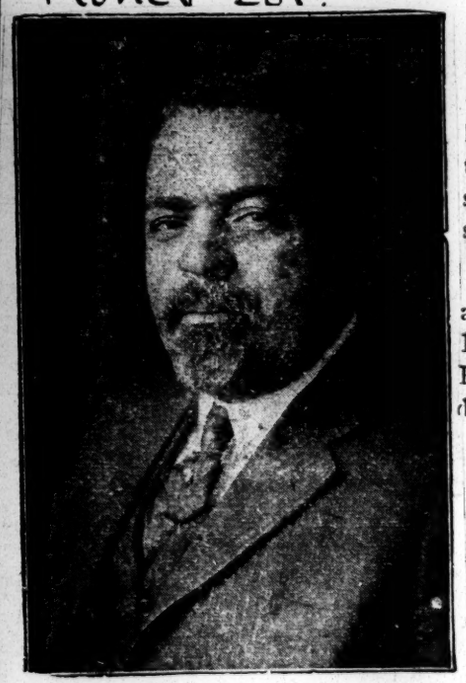
The appropriations for these two schools were reduced like all other appropriations in keeping with the program of economy. The amount is eighty-two thousand dollars for each school for two years 1934-35.

Attention will now be turned toward making both institutions more effective in their work in order to justify the confidence the friends of the race still have the possibilities of these two very much needed schools.

Education - 1933

Money cor.

Kansas.



BISHOP J. A. GREGG

WESTERN UNIVERSITY GETS $41,000.00 SCHOOL FUNDS

Chronicle

Both Houses Pass Bill Without A Dissenting Vote.

3-30-33

Topeka.—The Kansas senate Monday passed the appropriation bill giving Western university, Kansas City Kan., $41,000.00 for each of the next two years without a dissenting vote.

Senator William Schoem who introduced the bill to abolish the Industrial department at Wesern universiy and transfer the students to K. V. S., at Topeka, left the senate chambers before the vote was taken.

The bill sponsored by Senator Schoem was killed in the committee on education before it reached the floor of the senate.

Those present in the senate when the bill was passed included G. A. Gregg, president of Western university; Bishop J. A. Gregg, president of the school board; the Revs. W. H. Wilkins, T. W. Kidd, John Bradford, James H Clayborne, Kansas Citl, Kans., and the Rev. Mr. Knight, Lawrence.

President Gregg was much gratified over the outcome of the appropriation bill. Following its passage in the senate he said: "This is quite a remarkable achievement from the abolition of the department as was first recommended. One influential citizen in Topeka told me," he said, "that he was happy over the action of the legislature and if things continue as they have started, there will be twice as many students at the school next year."

Senators who have been especially active in behalf of the university are R. C. Russell, Great Bend, who knew President Gregg when he was a student at the University of Kansas and Senator Joseph McDonald, Kansas City, Kansas.

It was a noteworthy fact, President Gregg said, that the bill passed both the House and the Senate without a dissenting vote.

The action of the senate followed a heated debate in the Senate Friday afternoon at which time it was charged back and forth that the industrial department at Western university had been "a political football."

Education—19

Michigan.

Money For.

Millionaire's Gift Has No Racial Barrier to It

DETROIT, Mich., July 7.—It is reported that by the will of Horace M. Backman, one of the original stockholders of the Ford Motor company, who died June 13 at the age of 73, between $13,000,000 and $15,000,000 will soon be available for the benefit of charitable and benevolent institutions.

The widow, Mrs. Mary A. Backman, is one of the trustees named to administer the estate which is estimated at 30 million dollars. The will stated that the principal and income of his legacy be expended for "such benevolent, charitable, educational, scientific, religious and public purposes as in the judgment of the trustees will promote the health, welfare, happiness, education, training and development of men, women and children, particularly the sick, aged, young, erring, poor, crippled, helpless, handicapped, unfortunate and underprivileged, regardless of race, color, religion or station, primarily in Michigan and elsewhere in the world."

Missouri.

Education-1933

Money for.

LINCOLN, MO., GETS $331,100 IN BILL

3-3-33

JEFFERSON CITY, Mo.—In the educational appropriations bill introduced in the house of the Missouri assembly Wednesday by the appropriations committee, Lincoln University was given $331,000, a substantial increase over the amount recommended by the state tax commission.

The tax commission had recommended that the Negro school receive only $194,000, an amount less than the appropriations suggested for any of the teachers' colleges. The house appropriations committee, however, after receiving protests from Negro citizens throughout Missouri, increased the amount recommended by the tax commission.

The $331,100 appropriation will be prorated as follows: $219,200 for salaries; $61,900 for general and special repairs and operative equipment and $95,000 for operation.

JEFFERSON CITY, MO
CAPITAL NEWS

MAR 14 1933

The news that Lincoln University will be given an ample appropriation to assure it of an accredited rating will be gratifying to residents of Jefferson City. Not only has the appropriations committee of the house voted to give the university the $431,200 requested, but it also decided to give whatever other funds might be necessary to make it an A-class school. Credit for the favorable appropriation for the school belongs largely to Dr. William J. Thompkins of Kansas City, president of the Missouri Negro Democratic Association and long a power in negro politics. Dr. Thompkins appeared before the committee several times in behalf of the university and at the final session delivered a lengthy address. "You ought to make Lincoln university," Dr. Thompkins said, "worthy of its name or abandon it entirely from the educational world. No institution has had such a beautiful beginning and no institution has been so grossly neglected."

Missouri Appropriates $286,000 For Lincoln U

Norfolk Va.

JEFFERSON CITY, Mo. — The educational appropriation bill, signed by Governor Parks on May 23, calling for an appropriation of approximately $4,000,000 for the support of state educational institutions for the present biennium, sets aside $286,000 for the maintenance and operation of Lincoln University.

This is about thirty-four per cent less than the amount requested by the university.

6-3-33

$25,200 of the amount vetoed is from the teachers' salaries. $6,000 was vetoed from the operating fund. The Bartlett Vocational School at Dalton appropriation of $30,000 was vetoed outright. The appropriation which originally provided $7,500 for the education of Negro children was reduced to $5,000.

Missouri.

Education - 1933

Money for.

LINCOLN GETS $331,100 IN HOUSE BILL

Kansas City

Appropriations Committee Increases Recommendation of Tax Commission

JEFFERSON CITY. — In the educational appropriations bill introduced in the house of the Missouri assembly Wednesday by the appropriations committee, Lincoln university was given $331,100, a substantial increase over the amount recommended by the state tax commission.

Lincoln's allotment is greater than the amount recommended for the five white teachers' colleges, the School for the Blind and the School for the Deaf.

The tax commission had recommended that the Negro school receive only $194,000, an amount less than the appropriations suggested for any of the teachers' colleges. The house appropriations committee, however, after receiving protests from Negro citizens throughout Missouri, increased the amount recommended by the tax commission.

Lincoln university will receive $60,027 more than the teachers' college at Warrensburg; $73,920 more than the school at Cape Girardeau; $64,174 more than the Kirksville school; $77,860 more than the Maryville school and $44,727 more than the Springfield college.

The $331,100 appropriation will be prorated as follows: $219,200 for salaries; $61,900 for general and special repairs and operative equipment and $95,000 for operation.

Education - 1933
Money for.

North Carolina

CHARLOTTE, N. C.
NEWS

JAN 15 1933

It Is No Wonder.

The News feels that it is about to offer a very eloquent, and perhaps a very long, editorial. We may say, with due regard for the modesty which most of the time is ours, that it is a very strong editorial for the simple reason that the writing of it is full automatic. Neither is its length a tribute to our own staying powers.

In any case, here is the editorial. Times are hard in North Carolina. Taxes, instead of merely nagging at our heels as in the good old days, have climbed well up on our backs, and The News this morning is tabulating, without specific comment and without attempting to differentiate between them, the various institutions which look to the State government for aid. The list follows:

University of North Carolina, Chapel Hill.

State College of Agriculture & Engineering, Raleigh.

North Carolina College for Women, Greensboro.

East Carolina Teachers College, Greenville.

Negro Agricultural and Technical College, Greensboro.

Western Carolina Teachers College, Cullowhee.

Appalachian State Teachers College, Boone.

Cherokee Indian Normal School, Pembroke.

Winston-Salem Teachers College, Winston-Salem.

Elizabeth City State Normal School, Elizabeth City.

Fayetteville State Normal School, Fayetteville.

North Carolina College for Negroes, Durham.

North Carolina School for The Deaf, Morganton.

State School for The Blind and The Deaf, Raleigh.

State Hospital, Raleigh.

State Hospital, Morganton.

State Hospital Goldsboro.

Caswell Training School, Kinston.

North Carolina Orthopedic Hospital, Gastonia.

North Carolina Sanatorium, Sanatorium.

Stonewall Jackson Training School, Concord.

State Home and Industrial School for Girls, Samarcand.

Morrison Training School, Hoffman.

Eastern North Carolina Training School, Rocky Mount.

State Industrial Farm Colony for Women, Kinston.

The State's Prison, Raleigh.

North Carolina Soldiers' Home, Raleigh.

Confederate Women's Home, Fayetteville.

Oxford Orphanage, Oxford.

Oxford Colored Orphanage, Oxford.

Efland School for Negro Girls, Efland.

We make no attempt to impress any one who may have had the persistence to read the above list with the desirability of doing away with this or that institution, this or that function. Purposely we have not set down the appropriations granted by the last Assembly, later reduced by executive action, so that it may not be seen to just what extent the State participates in supporting the various schools, asylums and homes.

We wish to make this simple uncomplicated point: that with these 30-odd institutional budgets and the more than 70 departmental budgets to appropriate for it is no wonder that the State has found its task a little too hard for the times.

DURHAM, N. C.
HERALD

JAN 26 1933

PER CAPITA COST

A sub-committee of five members has been named by the joint appropriations committee of the general assembly to make an investigation of the five Negro institutions of higher learning supported by the state. The committee, composed of two senators and three representatives, is to visit each school and determine the relative status of each with the view of adjusting state appropriations accordingly.

The decision to name the special committee came after heads of the five Negro schools and President B. B. Dougherty, of Appalachian Teachers College, appeared before the joint committee in a plea for adequate appropriations.

Mr. Dougherty sought to make much of the figures concerning the per capita costs at the different institutions. The figures on this score seem to give Mr. Dougherty an advantage. He shows a per capita cost of $40 for his institution. The Chapel Hill school shows $189, State College $147 and the Greensboro unit $148. Among the Negro schools A. and T. College shows a per capita cost of $124, the Negro College at Durham $173, with $119 for the Negro Teachers College at Winston-Salem.

The head of the school for white teachers dropped the suggestion that appropriations should be relatively equal on a per capita basis and pointed to his showing of $40 and the Winston-Salem school for Negro teachers with $119.

It seems to us fitting and proper for the appropriations committee to make a survey not only of the Negro but white educational institutions. It must be remembered, however, that the true worth of an educational institution cannot be determined by a comparison of per capita costs. There is much that goes to make up the per capita cost and there are various ways of arriving at such a figure. It depends upon the type of school, courses offered, facilities available for use by the students and many other things which make it easy for one school to present a better showing on the per capita cost basis than another that in truth is rendering a better service and operating on a more economical basis.

In a letter addressed to members of the general assembly, C. C. Spaulding, one of Durham's best known Negro business men, points out that even in the hey days of prosperity the Negro educational institutions were not smothered with state appropriations. He argues, and with merit, that appropriations to Negro schools have always been held to a minimum. To enforce the reductions now proposed, Spaulding says, would necessarily cripple the Negro schools, since there are no frills or unnecessary expenditures to be abolished.

The five Negro colleges have been tentatively allotted about $106,000 for each year of the next biennium. That is a small amount to be divided among five schools. Dr. J. E. Shepard, head of the Durham Negro college, and heads of the other four schools, appeared before the appropriations committee Tuesday. They asked for fair treatment. It seems to us that they represent a just cause.

It is all right to investigate and make a comparison of the per capita costs at different institutions but the investigators must look beyond the bare figures if they wish to get at the whole truth. Educational efforts cannot be measured by so simple a yard stick.

Greensboro, N. C. News
Friday, January 27, 1933

ARE WE ASHAMED?

North Carolina's general assembly will not be offended by the dignified and restrained appeal of C. C. Spaulding in behalf of the five negro institutions of this state.

But if that address does not sting our legislature into a sense of shame we shall be ready to admit that we don't know our North Carolina. These five colleges and normal schools get the munificent total of $106,640 for a year's support, and two of these institutions, Winston-Salem Teachers' college and North Carolina College for Negroes at Durham, to say nothing of the work done by our Agricultural and Technical college in Greensboro, are grade A institutions. On $23,210 the Winston-Salem college is to do the highest grade instruction, and on $24,170 the North Carolina College for Negroes is to meet all the requirements of the grade A rating. There is not an intelligent person alive who believes that it can be done.

Something can be said in justification of the heavy slashes into the college appropriations. If all the more liberally endowed institutions of the state suddenly find themselves reduced to half rations, their robust condition will pull them through the leaner years because they have fared well uniformly in the past. But these negro colleges have no such reserve. They have been maintained on starvation regimen all their days. The consolidated University of North Carolina, if it must learn now how to be abased, certainly has known also how to abound. But these undernourished negro schools know nothing but want. To take from their pittance now adds nothing to the balancing of the budget. The effect of such a resort is to shut off the breath of life.

The general assembly could take $100,000, apportion it among these five institutions and more than double their effectiveness for the next year. The $100,000 would not be missed from the state's treasury nor would it feel such an amount if pitched into the huge hole which North Carolina's negro institutions did not create.

Some of us North Carolina whites have fancied ourselves very liberal with our black brethren. We are reasonably well satisfied with our general endeavors. We have been disposed to thank God that we are not as Florida and Georgia—oppressors of the blacks. We have a new reason for our doxology today—Georgia gives $104,000 and Florida $141,000 to the higher education of the negro, and we ask him to live and hope on $76,010.

CONCORD, N. C.
TRIBUNE

FEB 1 1933

THEY ARE ASKING WHY.

The Charlotte Observer tells us editorially:

"It costs the State of North Carolina this year $189 to maintain every student in the University, but only $40 to maintain a student at the Appalachian College, at Boone, and they are greeting President Dougherty of the latter institution down in Raleigh as the financial educational wizard of North Carolina. Incidentally, Mr. Dougherty has been spending no little time around the Legislature and its committees on finance and appropriations to inquire into the how-come of this sort of a situation. He is making no fight on the other institutional set-ups. As a matter of fact, he is in more of a mood to defend these appropriations than to tear asunder, but when revision is to be done at the hands of the present General Assembly, he prefers that his appropriation be raised rather than that others be torn down. At any rate, he is seeking an adjustment.

"President Dougherty's report submitted during the past week to the appropriations committee soon got going through legislative corridors and created more than a ripple of surprise and wonderment.

"When his figures for running a standardized college at Boone for the training of teachers were paralleled with the per capita costs in other educational institutions maintained by the State, the disparity was so sensational that members of the Legislature were caught between a chorus of commendation for his economical management and a tendency to decry the costs per capita being allowed through appropriations to other colleges."

The actual statistics as found in the budget report place the University of North Carolina at the top of the lists in per capita cost upon the State for maintaining its students, with the North Carolina College for Women and State College not far behind as second and third places.

Starting off with the University with a per capita appropriation from the Legislature of $189, the tabulation shows the following facts as to the other state-supported higher educational institutions:

N. C. C. W.	$148
State College	$147
East Carolina	$123
West Carolina	$121
Appalachian	$ 40

Among the negro colleges supported by the State, the North Carolina College for Negroes leads in per capita costs with $173 and State A. & T. at Greensboro follows with $124.

The Pembroke school for Indians is being maintained this year on a per capita basis of $71.

Among the negro colleges for women, that at Winston-Salem leads with $119; Elizabeth City follows with $77 and Fayetteville is third with $59.

President Dougherty was especially provoked with the circumstance that the State was compelling him to maintain his Appalachian college for the training of white teachers on a per capita basis of $40 while it was allowing the Winston-Salem college for the training of negro teachers a per capita cost of $119, The Observer tells us.

The enrollments upon which the budget bureau made its per capita calculation of costs were as follows:

University of North Carolina 2,780; State College 1,850; N. C. C. W. 1,720; East Carolina 912; West Carolina 350; Negro A. & T. 356; Appalachian 840; Pembroke 216; Winston-Salem College for Negroes 356; Elizabeth City State Normal 240; Fayetteville 356.

The budget's statement of the bonded indebtedness of the above institutions of higher learning is as follows:

University of North Carolina	$6,029,000.00
State College	3,509,000.00
North Carolina College for Women	4,398,500.00
East Carolina	2,523,000.00
Western Carolina	893,500.00
Appalachian	740,500.00

"These discrepancies are so severe that they call for a clearing up at the hands of the present Legislature," thinks The Observer. "It is incredible that organic circumstances prevailing at these different institutions should be such as to bring about this wide divergence in per capita costs.

"Allowing a reasonable basis for some of this variance the spread between the low at $40 per capita at Appalachian and the high at $189 at the University is far too marked to be disposed of on the circumstance that current living costs can be held alone responsible for such a distinct difference.

"The Legislature should see to it, in fairness and equity, that the basis upon which it is educating students in the higher institutions of learning comes more nearly together at some given point."

Why does it cost so much more at Chapel Hill, at Raleigh, at Greensboro, at Winston-Salem and at the other towns and cities to educate than it does at Boone? Graduates of Dr. Dougherty's institution carry "A" certificates when they leave and no other institution can give a higher one. If we can adequately educate at Boone for $40 per student why can't it be done elsewhere in the State?

GREENSBORO, N. C.
NEWS

JAN 27 1933

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North Carolina's general assembly will not be offended by the dignified and restrained appeal of C. C. Spaulding in behalf of the five negro institutions of this state.

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Dr. Shepard Gets $30,000; N.C. College Balances Budget

DURHAM, N.C.— (ANP) — When the school term began last fall North Carolina College here faced a financial problem which threatened its $30,000 deficit acquired through failure of the state to pay all of the money which had been asked for in the budget, and through failure of the state to pay all of the money which had been asked for in the budget, and through curtailment of budgets for seven years previous, lapsing of pledges made by guarantors and the falling off in student receipts because of reduced ability of students to pay.

Dr. Shepard has just announced, however, this entire amount with the exception of $2000 has been raised and the school faces the prospect of entering the new school term free of debt. The legislature gave part of the money. Despite the difficulty which the revenue raising body has found in meeting its obligations, the budget committee of the legislature passed the appropriation without a dissenting voice. The representative and senator from Durham worked actively for the measure.

Dr. Shepard deserves the lion's share of praise for the accomplishment from the alumni, the faculty and the students for the happy solution of the school's problems. He has headed the institution since 1910 when it was founded as the National Religious School.

Education—1933

Money for

North Carolina.

ROCKY MOUNT, N. C
TELEGRAM

MAR 1 8 1933

Funds For Institutions

If there were any real possibility that appropriations for State educational institutions for the coming biennium would be limited to the amounts prescribed by the House yesterday, there would be occasion for real alarm. The amount allowed by the House, $1,041,600, is about $1,180,000 under the appropriations for the same institutions for 1932-33—although the amount appropriated was not available—$156,000 under the estimates of the Budget Commission, and $240,000 under the committee bill. Not one institution in the list of twelve will receive enough money under the House gesture to allow it to open wtih the assurance that it can continue to function throughout the year. We make this statement, confident in our belief in its accuracy. If the Greater University of North Carolina is allowed only $644,800 for the coming year, the University at Chapel Hill, State College in Raleigh or the North Carolina College in Greensboro will not be able to operate in any manner approaching the present standards. Perhaps two of the three could continue. The Budget Commission agreed to give the Greater University $116,000 more than the Bowie-Cherry substitute provides; the committee recommendation is $187,600 greater. Appropriations for other institutions of higher learning, both for Negro and white, are as badly reduced.

The necessity for economy has been clearly demonstrated, not only by the inability of the people to pay heavy taxes but by the condition of the masses of people within the State. But there is most certainly a point below which economy becomes suicidal, and the appropriations as outlined in the action of the House yesterday touches that level.

In the end the Bowie-Cherry measure will pave the way for a compromise. At last there are concrete figures on which to place estimates and it is a matter of reasonable certainty that sentiment will crystallize rapidly in this State for more proportionate allotments. The Bowie-Cherry measure is an improvement over the original Bowie proposal, but there are miles of ground to travel.

The General Assembly cannot leave Raleigh as it did in 1929 and again in 1931 without actually balancing the State budget. The State has come to the place where it has the right to expect of the Legislature a positive answer to the problem of finance. Nothing short of an income actually as great as the appropriations will suffice.

Greensboro, N. C. News
Friday, March 24, 1933

Greater University Gets Big Increase In Supply Measure

NEGRO INSTITUTIONS ALSO GET ENLARGED ALLOTMENTS IN BILL

Measure Sent to Senate Has $78,919,000 Appropriations.

BOWIE SPONSORS RAISE

Ashe Member Backs Amendment For Schools—A. and T. Receives $28,630.

WOMAN'S COLLEGE GAINS

Local Branch of University Will Receive $182,420—Moore and Hoyle Raise Highway Salaries In Attempt to Lower Them.

Daily News Bureau and Telegraph Office
406 Wachovia Bank Bldg., Fayetteville St.

Raleigh March 23.—Greater University of North Carolina negotiated the house of representatives today with an appropriation of $760,200 and the tide that bore along this ancient institution recently re-created, carried five negro institutions and the state board of health to enlarged allotments. The bill carries $78,919,000 total appropriations.

The most significant of all these shifts was the change of T. C. Bowie, who attached his name to the amendment restoring the university to the budget advisory commission's figures. The Ashe member, appearing in more dramatic roles recently, had been forgotten as the man who said a week ago that he would accept an amendment to his heavy-cutting substitute that restored the university to the budget commission's allowance. The newspapermen caught his declaration and credited him with it. But the substitute bill that was adopted gave only $644,000 in round numbers. Mr. Bowie said then and again today that his general 25 per cent cut was too drastic after the institutions had suffered their slashes made earlier.

University Gets $200,000 More.

The Ashe member's acceptance of this increase lifted the university nearly $200,000 higher than his original figures placed it. The same generous spirit that carried the greater university through today was manifest in the treatment of negro colleges. The three teachers' colleges which were lifted Friday of last week, then lowered by the Barden-Turner substitute, were given increases. The East Carolina Teachers at Greenville, cut first to $57,300 by the Bowie substitute, then lifted to $77,900, was carried back to the joint appropriations committee's figures $84,280. The A. and T. college, Greensboro, was hefted from the $21,470 of the Bowie substitute to $28,630, the joint committee's award. Western Teachers got a raise from $32,700 to $40,000 voted by the appropriations committee. Appalachian Teachers, which had been dropped to $32,470, went up today to $43,290. Winston-Salem Teachers for Negroes got a raise from $17,310 to $23,210, Elizabeth City from $10,300 to $13,700, and Fayetteville State Normal, another negro college, from $12,640 to $16,850. North Carolina college for negroes in Durham recovered its original appropriation of the joint committee and is back at $24,170 after falling to $18,170.

The distribution of the $760,240 figure among the three institutions of the consolidated university follow:

The university at Chapel Hill, $390,570.

State college at Raleigh, $187,250.

The Women's college at Greensboro, $182,420.

Won and Lost.

The state board of health, which twice lost in this contest, won today after a nip-and-tuck battle.

The state board had been awarded $211,800 by the joint committee. It was cut to $162,500 by the Bowie bill. The first effort to enlarge this amount was beaten. Today Mr. Massenburg tried to reconsider the vote. He lost, 41 to 42. There was a lot of doubt as to the count. After taking it, Mr. Massenburg, with the aid of Mr. Hamilton, reopened the issue He got reconsideration and on the second trial won with a 41 to 35 vote. With that the day ended.

Cosmetologists Arrive.

The cosmetologists after sitting nearly a month in the lobbies got their reward today. The senate bill regulating this art of artificial beauty, passed with almost no opposition. It was amended to require only six months, instead of 18, for acquiring the license.

It raises revenue. The license fee is $5 for each house and $3.50 for each person in that parlor. With these few words the house took the bill and made it the law. The cosmetologists were willing to accept the amendment.

The house with the appropriations bill shunted to the senate, can go to work on its calendar. It passed a raft of local bills today and caught up with the accumulation.

The Joker.

Statesmen Tracy Moore and T. C. Hoyle, of Guilford, played a joke on themselves today.

They helped to enact a salary cutting bill which operates solely on the state highway commission. Their slash is a flat 40 per cent fater the exemption of $1,500 from cut at all.

Statesman Moore in the Greensboro Daily News Monday morning indicated his wish to trim his predecessor in the house, President E. B. Jeffress, of the Greensboro News company and chairman of the state highway commission. Today the amendment signed by the Guilford representatives and nearly half the members of the house was offered. There was no opposition.

The joke was on the Guilford boys. The general salary cut is 44 per cent. Theirs lifts the highway reductions 4 per cent. The amendment is retroactive. They, therefore, in making a special joint of assault improved the highway wage somewhat. The 44 per cent, for instance, would have cut the original salary of the highway chairman from $7,500 to $4,200. The exemption of $1,500 makes the Moore-Hoyle measure start late. They could soak only $6,000, which is $2,400. That subtracted from $7,500 gives $5,100, which is $900 better than the 44 per cent stab.

Mrs. Mebane Ends Delay.

The long delay in acting upon the bill regulating the practice of cosmetology was ended by Mrs. Mebane who called the bill up, made a little speech, listened to wisecracks from baldhead row, and then called for action. It was amazing how easily she made the grade.

The appropriations bill started on its way at high noon. Mr. Sullivan offered an amendment to the Barden-Turner bill restoring the appropriations recommended by the joint committee.

Mr. Doughton, Gilliam, Hamilton, Bowie, Thompson of Columbus, and O'Berry sent up an amendment raising the appropriation to $760,240. The Barden-Turner substitute was set at $716,800.

Mr. Bowie explained that when he cut the university to $570,180 he was not considering the circumstance that the institution had been previously cut 25 per cent "I agreed then that I would support an amendment putting the amount back to $760,240," he said, "and I want to live up to my agreement."

Fight Proves Futile.

The sponsorship for this bill made the fight against it ftile. uMr. English suggested that there is such a muddle as to make it advisable to re-refer the new bill. But the house did not think so. Mr. Doughton declared that the $760,200 appropriation is very small, but under present conditions he hoped that the greater university could live on it.

It is slightly more than half the appropriation made two years ago Mr. Doughton said.

Mr. Gilliam championed the university cause in a brief address recounting the history of the institution. The vote was taken and the result was a walkaway for the new alliance, the Murphy amenndment going back to the joint committee's $832,240. Mr. Everett, appreciating the position of Mr. Bowie, foreweni the reply to the Bowie speech last night.

"I resent anything that comes out of the mind of Henry Burke who is responsible for the figures that have been adopted in this amendment," Mr. Murphy said as he pressed the amenndment offered last night by himself.

"The house might as well surrender and go home if we are to forsake the spirit of our fathers who built this great university." The question arose as to how much the three consolidated institutions actually spent of the appropriations. Mr. Murphy said the institution at Chapel Hill had been able to survive its cuts by raising privately more than $125,000 with which to supplement the state's appropriation. The Rowan member called for the ayes and noes.

Mr. Taylor had offered amendments, three in number, embodying the one passed giving $760,240. He said he meant it to be voted down

and all others that made raises. Mr. Scarborough lost his effort to increase the library appropriation from $3,600 to $4,600 and Mr. English his seeking to raise the allotment for the library commission from $9,160 to $10,360.

State Board of Health Loses.

The Massenburg amendment to pick up the appropriation for the state board of health from $162,250 to $211,810 lost by 41 to 42.

The first oratorical appearance of Mr. Woodfin, of Alexander, was in opposition to this amendment. He was against another new dollar in taxes. The people cannot stand it. But the house did not need his help.

The house would not stop for lunch nor would it quit working on the bill. The restoration of the Confederate veterans home in Raleigh followed. The institution was about to be moved to Fayetteville where the women's home is. Mr. Murphy, who made such a tremendous appeal last night for the university, was up and speaking for the old boys today.

There was no moving.

Mr. Williams, amending the educational bill to fix an eight months school, got too quickly into the fight. That issue was not involved. He withdrew his amendment.

Mr. Bowie made one final effort to recover the $4,250 allotted the state board of charities.

Favored By Committee.

He said the reorganization committee of eight assemblymen had recommended it. It appeared to him a $25,000 savings in money. He was sure federal aid would take care of North Carolina's charities. Mr. Beasley, first state superintendent of public welfare, was strongly against it.

He said Mr. Bowie had his facts all wrong, that federal aid allotments go through the governors of the states and the governor of North Carolina distributes through the state department. The Union member declared that far more than ever the state needs this agency.

Mr. Murphy said the state could not give it up. Mr. Taylor, of Mecklenburg, thought it could. Mr. Cherry asked for its retention and Mr. Bowie asked him a question.

"You signed the report of the reorganization committee asking this consolidation?" Mr. Bowie asked.

"Just as the gentleman from Ashe did," Mr. Cherry retorted, "and everybody signed it with the understanding that he was not binding himself to everything in it, just as the gentleman from Ashe has refused to bind himself."

The vote was taken. There were three or four ayes and a drowning chorus of noes. The day ended at 2:45 o'clock.

NORTH CAROLINA SCHOOL FUNDS GET HOUSE OKEY

Baltimore

RALEIGH, N.C. — Appropriations for Negro schools, originally cut from the committee bill, were restored by decisive vote as the House passed the hybrid appropriations bill and sent it to the Senate, here Thursday.

The bill as passed by the House provides for total appropriations of $78,919,000, for the biennium. Passage of the measure came after eight days of debate and confusion, and after a third reading. Further material amendment is expected in the Senate, however, the total budget recommendation having been $79,544,789.

Schools to Get Aid

Appropriations were approved for the following institutions upon an annual basis: A. and T. College, Grensboro, $28,630; Winston-Salem Teachers' College, $23,210; Elizabeth City Normal, $13,780; Fayetteville Normal, $16,850; and N.C. State College at Durham, $24,170.

Approval was given for an annual appropriation of $760,240 for the Consolidated University. While this appropriation was $72,000 short of the committee bill, appropriations for teachers' colleges, Negro, Indian and correctional schools were boosted back to committee bill figures through the adoption of an amendment on the second reading.

Several sharp debates resulted during the eight-day wrangle, among them being the tilt between Representative Barden of Craven and Representative Bowie of Ashe. The latter was charged with attempting to discriminate against colored schools.

Barden for Justice

Representative Barden shouted: "As for this very apparent discrimination against Negro schools, I can't stand by and watch it without protest. I have no more brief for Negroes than any man in the house, but we must treat them fairly."

Bowie jumped to his feet at this point and asked: "Is a Negro entitled to a classical educational such as is given in the Durham college?"

"Is your boy entitled to such an education?" Barden shouted in reply.

"I don't classify my boy with a Negro boy," Bowie thundered back in angry tones.

"Is a Citizen"

"Well, I do in the respect that a Negro boy is a citizen of North Carolina as is your boy," Representative Barden replied.

Gastonia N. C. Gazette
April 29, 1933

Get $4,793 From Duke Endowment

Three-Year Total For Gaston County Is Small — Mostly To Colored Hospital.

Gaston county has received a total of $4,793 from the Duke Endowment in the past three years, it was shown on a detailed report of appropriations of this endowment received Saturday in the offices of Mrs. Gertrude Keller, county welfare superintendent.

Of this amount $3,950 was given to the Gaston County Colored Hospital, located in Gastonia, and the remaining $843 to the Gaston county children's home, a subsidiary of the county home near Dallas.

While this amount appears small as compared with appropriations in some of the other counties of the state, welfare officials point out that it has been directed in the channels where it was most needed and has been a very effective held in welfare work in the county.

Raleigh, N. C., News & Observer
August 15, 1933

PROBATE WILL OF DR. A. B. HUNTER

Estate of Late Episcopal Minister Estimated to Be Approximately $34,000

The will of Dr. Aaron B. Hunter, Episcopal Minister and patron of Negro education, was probated in Wake Superior Court yesterday, bequeathing the income from his estate to his widow, Mrs. Sarah L. Hunter, and leaving various personal effects to Mrs. Hunter and others.

Dr. Hunter's estate was estimated to be $26,000 in real estate and $8,000 in personal property, according to E. Lloyd Tilley, clerk of court.

Attached to the will, which was written on April 22, 1931, in longhand on Dr. Hunter's personal stationery, were two codicils written within a few months later.

He bequeathed the estate to the North Carolina Bank and Trust Co., to be held in trust. Monthly payments from the income were directed to be paid Mrs. Hunter, with the remainder of the estate, upon her death, to go to St. Augustine's College and St. Agnes Hospital, local Negro institutions.

In a codicil he directed the trustee to use as much of the principal as was necessary for the support of the widow.

Dr. Hunter directed the executor to pay his debts and funeral expenses. He requested that "my body be buried in a plain box made, if possible, in the shop of St. Augustine's College.

To a niece, Mary Todd Higgins, he left a Brittainy bookcase and a Nativity painting. To a nephew, William T. Reeves, Jr., Dr. Hunter bequeathed his collection of episcopal autographs and letters. William M. Huggins, another nephew, was bequeathed a collection of miscellaneous autographs.

A grandnephew, William T. Reeves, of Jeffers, Montana, was bequeathed all personal papers, diplomas, a scrap book, and sermon notes to be used at his discretion, and any books allowed him from the library by Mrs. Hunter. The sum of $500 was allowed for the care and transportation of the papers and books by Mr. Reeves.

Education - 1933

Money for.

Pennsylvania

GIFTS OF $12,500 MADE TO LINCOLN

Afro American 4-22-33

LINCOLN, Pa.—Under the will of the late Mrs. Lucy S. Pierce, of Wilmington, Del., a bequest of $5,000 has been left to Lincoln University to found "The John B. Spotswood Scholarship."

The General Education Board of New York, has made an outright grant of $7,500 to Lincoln University, and an additional offer of another $5,000 provided that an equal amount can be secured from other sources before June 30. If the conditions can be met the university will be able to close the year without a deficit.

An attractive program has been prepared for the coming commencement on Tuesday, June 6, when Dr. Arthur D. Wright, of Washington, president of the John F. Slater Fund, and Dr. Robert R. Moton, of Tuskegee Institute, Ala., will be speakers.

MECHANICSBURG (Pa.) NEWS
Wednesday, April 19, 1933

LEGACY IS LEFT TO LINCOLN UNIVERSITY

Bequest of $5000 Is Given School By Wilmington Woman to Found Scholarship.

Under the will of the late Mrs. Lucy S. Peirce, of Wilmington, Del., a bequest of $5,000 has been left to Lincoln University to found "the John B. Spotswood Scholarship."

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Lincoln University Gets $12,500 In Legacy and Gif

Chicago Defender 4-29-33

New York

LINCOLN UNIVERSITY, Pa.—Under the will of the late Mrs. Lucy S. Pierce of Wilmington, Del., a bequest of $5000 has been left to Lincoln University to found "The John B. Spottswood Scholarship."

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South Carolina.

Education - 1933

Money for.

ALLEN UNIV. RAISES OVER $35,000.00

Courier 10-14-33

Pittsburgh, Pa.

COLUMBIA, S. C., Oct. 12—The presiding elders and executive board of Allen University met Oct. 5th at the University to make their annual fall rally report, approve the faculty appointments and outline the educational program for the year.

Bishop Noah W. Williams presided at what was regarded as one of the most harmonious and successful meetings of its kind. The presiding elders were all present and turned over to the school $11,768.82. This, with the $8,746 contributed the 10th of last October; $1,400 collected during the fall series of conferences; $500 reported the past February, 1933, and $13,400.51 last May of this year, brings the total raised for Allen University since the first of last October to $35,915.33.

The report from the 19 presiding elders districts surpassed by far those made at the last official opening by over $3,000. Three of the districts this year raised over $3,000. In speaking of the results of the rally Bishop Williams stated that it was the spirit with which the money was collected that counted more than the amount.

In outlining the plans of the University for the year Bishop Williams stated he had pledged President Abram Simpson and the student body of Allen University a Science Building to be named after Daniel A. Payne, a South Carolinian, and founder of Wilberforce University. A program for the development of the project will be submitted immediately following the fall conferences.

The property of the school showed a valuation of $489,132.88, and the College Department has now an enrollment of 201 students with the assurance of passing 245.

Education - 1933

Tennessee

Money for.

This Year

ONE HUNDRED EIGHTY THOUSAND DOLLARS VOTED

Nashville, Tenn.

President W. J. Hale and Commissioner P. L. Harned Submitted Plans

Contracts were awarded for the spending of $180,000.00 for the erection of two more new buildings for A. & I. State College. This was the action of the Educational Board of the state after a two day session held in Commissioner P. L. Harned's office at the state capital last week. There was a full attendance of the board present. His Excellency, Gov. Henry H. Horton, was in the session almost continuously.

This action of the board is thought by the citizens here to practically complete at least two-thirds of the million dollar building program inaugurated through the Educational Board some years ago, to make the Negro educational work of State College measure up to the standard of A-I schools. President Hale is of the opinion, according to some of his close friends, that with the completion of these two newly authorized additions, there will be adequate space brought up to the improved standard of school buildings for the large student body of State College.

The new buildings will be so constituted as to meet the present requirements for specific and definite training purposes. For example, the agricultural department will be housed in a building where every possible advantage will be given to the students pursuing that course of study. Home Economics will be likewise cared for. The dining hall already is unsurpassed, so it is said, by any state institution for Negroes throughout the United States.

Work is to begin at once, according to those on the inside, best informed, and it will be rushed without any interruption. Every penny of this appropriation for State College was secured from other sources. The money has accumulated from year to year to the credit of State College. It was augmented very largely by gifts, contributions, donations and philanthropic contributions from educational boards in the north and east.

The consensus of opinion said one of the leading citizens here this week, is that the gross amount to be spent, including this beneficent amount plus the $180,000 that State College had laid asiile out of previous funds, will reach approximately one-fourth of the million dollars.

At the completion of these two buildings it is thought that attention will be given to the completing of the landscaping and beautifying of the campus. Both sides of Centennial Avenue now hold and will hold State College buildings. The county and the city are expected to pave the boulevard from the extension of Jefferson Street to some distance beyond the panorama of buildings.

Modern residences are being fast erected in close proximity to the school, so that State College neighborhood has been drawn into the city proper. It is no longer outside of Nashville. Dedicatory services and the date of opening of the buildings have not been announced, and perhaps no date will be set until later on.

SCHOOL GETS NEW BUILDING

Tennessee Institution to Erect Structure Worth $300,000

When W. J. Hale, president of Tennessee A. and I. State College arrived here last week on official business, it was learned that arrangements had just been completed for the immediate construction of another building at the Nashville institution. This latest structure, which will house an auditorium, gymnasium, swimming pool and administration offices, will cost more than $300,000, it is estimated.

The Tennessee institution has staged what is regarded as the largest building program in the history of Negro education in the last five years and has at present one of the best physical plants in the country. The college, admitted into the American Association of Teachers Colleges in February, enrolled more than 900 students last year and presented 105 candidates with the B.S. degree.

Four members of the school's educational staff are enrolled in Columbia University this summer pursuing courses leading to Ph.D. degrees. They are Mrs. H. E. Hale, head of the Secretarial Commerce department; William Hale, Jr., instructor in Rural Education; Frank J. Henry, head of the department of Secondary Education and George W. Gore, Jr., director of Insruction. Miss Zelma Watson, another staff member, is pursuing graduate work in Personnel Administration at New York University. President Hale will be in the city for a week more.

New York

Fisk Drive Reaches $33,000 Mark As End Draws Near

Indianapolis
10-19-33

A joint campaign being carried on by Fisk University and the Southern Y. M. C. A. Graduate School, a white institution, for funds in the Nashville section has reached a total of thirty-three thousand dollars.

When the total of thirty-seven thousand dollars is reached, Fisk University will receive twenty-five thousand dollars and the white school the balance The General Education Board has promised to contribute one hundred thousand dollars to Fisk as soon as the books of the school are balanced.

Education - 1933

Money for.

Virginia

Hampton Awarded $20,000 Bequest

East Tennessee News

10-12-33

Knoxville News

NEW YORK CITY—(CNS—The will of Edward Severin Clark, one of the heirs to the fortune built on the Singer sewing machine recently filed in the Surrogate's office of Otsego County, New York contains a bequest of $20,000 for Hampton Normal and Agricultural Institute of Hampton, Virginia.

Education - 1933

Money for.

West Virginia

APPROPRIATION OF W. VA. STATE COLLEGE IS CUT

Journal Gazette 6-10-33

Gets $339,800 For Two Years; Negro Edu.

Norfolk, Va.

INSTITUTE, W. Va.—The West Virginia Legislature adjourned its extraordinary session late Saturday night, June 3rd, after passing the biennial budget bill and many laws covering the complete reorganization of some departments of the state government. West Virginia State College suffered drastic cuts in appropriations like all of the other state colleges and divisions.

The total biennial appropriation granted West Virginia State College amounts to $339,800. As a special item the legislature voted $25,000 for the erection of homes for teachers.

The cut in the salary item makes the appropriation for salaries for the next two years $100,000 less than the appropriation granted the college at the last regular session of the legislature, and will force curtailment in the personnel and academic program.

The Advisory Council to the State Board of Education was abolished and a Negro Board of Education was created to have charge of institutions for Negroes.

$2,500 Memorial Fund To Storer College Under Will Of Late Archibald Johnson

Gazette 9-16-33

New York,

HARPERS FERRY, W. Va.—Storer College, Dr. Henry W. McDonald, president, announces the receipt for a draft for £500, ($2,400) British money, as a foundation for the Archibald Johnson Memorial Fund. The late Mr. Johnson was a member of the class of 1872, the first to be graduated from this college.

The above foundation, sent by Mrs. Johnson ,is to be administered for the benefit of poor but worthy students of the college. The income only will be so used, the principal sum being carefully invested as a distinct fund.

Education- 1933

Georgia

Orphanages and Other Benevolent Institutions.

Americus, Ga., Recorder
May 29, 1933

ORPHANS ARE TAKEN ON TRIP

Go to Atlanta; Visit State Capitol

Inmates of the Masonic orphans home, for negro children, in Americus, were taken to Atlanta, Saturday, for a trip through the state capitol and to other points of interest in the ciy. An interesting account of the trip was given today by trustees of the home. The report is as follows:

"The colored Masons of Georgia have a well kept Masonic orphans home in Americus, E. J. Hill, since the death of S. S. Humbert, has charge of the noble institution, which is maintained by the colored Masons of Georgia. We believe it to be one of the greatest maintailed orphan asylums in the South. They have fine buildings and employ excellent teachers.

"The school is a credit to the colored Masons of Georgia. The strictest order and discipline administered with kindness is always the thing that catches the eye and understanding to all who know of this noble institution.

"E. J. Hill is one of our best known, prominent colored citizens and takes great pride in administering the affairs of the institution.

"Last Saturday, the colored people of Americus carried every one of these orphans to Atlanta, carried them through the capitol building where they saw state officials and visited the zoo and saw the animals and went to Washington high and Spellman seminary. They were served dinner at Washington Park and visited Atlanta University, one of the greatest colleges of all the colored people in the south, ranking with Booker Washington school at Tuskegee.

"The leading colored men, including J. W. Dobbs, G. M., of Atlanta, gave his time and attention to point out to the children the sights of the capital city. We can hardly think of a greater thing that will be more educational than this excellent trip that the colored people of Americus gave to this institution.

"The officials of the home would greatly appreciate donations of plants and flowers, for use in beautifying the grounds."

Louisiana.

Education - 1933

Orphanages and Other Benevolent Institutions.

Monroe, La., Morning World
Sunday, February 19, 1933

MAY OPEN NEGRO HOME MARCH 15

Arrangements for Opening Are Tentatively Made at Meeting

The committee in charge of the furnishing and operation of the Mary Goss Home for Aged Negroes, has just held a meeting and arranged a tentative date, March 15, for the opening of the home for inmates, stated Mrs. C. C. Bell, of West Monroe, committee member.

The task of securing furniture has been undertaken with a will by these women, and they report excellent cooperation on the part of citizens of Monroe and West Monroe, and business firms generally. The Good Will Charities donated $150 in cash. Many quilts were donated. The Union Oil Mill company presented the women with three bales of cotton to be made up into mattresses. Two bolts of cloth were donated by the P.-T. A., and women's missionary societies for the making of mattress covers. The Brown Paper mill gave a substantial present. The Monroe Steam Laundry and West Side Laundry donated their services in washing many quilts and blankets that had been given.

Work of preparing quilts and other materials for the home is proceeding well in the negro workroom in West Monroe, Mrs. Bell stated.

The grounds are being made beautiful with shrubbery which has been donated by Louis Cosper.

Mrs. Bell stated that the home will be furnished and ready for inspection by the public shortly after March 1.

Education-1933

North Carolina.

Orphanages and Other Benevolent Institutions.

An Excellent Record

One of the most interesting annual reports we have read this year is that made for the Memorial Industrial Home. At the institution there are 73 Negroes, ranging in age from three to twenty, who make their home there. During the year there were twenty-five admitted, and thirty were placed in homes. This means an even greater turn-over than is indicated by the enrollment at the end of the year.

Now, the part of the report that especially appealed to us is the efforts made at the institution to provide food for the children. A glance at the summary of achievements along this line shows that much was accomplished, that the children had plenty of fresh fruit, vegetables, milk, eggs and a generous amount of canned goods to be used during the winter.

To us this reveals there is some very fine management, and that those who live there are putting out some real work.

And even during this period when funds are short, and when it takes real planning to get along, this institution has not only been able to hang up this splendid record, but has also taken care of some minor changes and improvements

Winston Salem, N. C.
JOURNAL
FEB 17 1933

A Record in Saving Life

The most remarkable feature of the record made by the Memorial Industrial Home for Negro children in this county is its triumph over disease.

The record shows that for eight years this institution has had from fifty to eighty Negro children in its care all the time and that in all these years there has not been a death or any serious illness in the Home.

When it is remembered that this Home takes only the most unfortunate underprivileged and undernourished children of the Negro race, this achievement in the prevention of disease and death in so large a group for eight years becomes all the more noteworthy. It is to be doubted if there is another institution of similar type in the country that has such a record.

WINSTON SALEM, N. C.
SENTINEL
FEB 16 1933

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Monroe, N. C. Enquirer
June 1, 1933

NEW LAWS BRING SOCIAL REFORMS

Sterilization Law Revised; Child Adoption Regulations Tightened.

The Legislature enacted a wide variety of social legislation, some of which was highly approved by the State Board of Charities and Public Welfare and other social groups in the state.

Two bills which the State Board has wanted for some time and which passed, have to do with illegitimacy and adoption. Parents of illegimate children are now responsible for their support. The Superior Court has jurisdiction over adoption of children, and now must require social case histories of a child about to be adopted, and of the proposed foster home. Also a period of trial adoption of from one to two years is provided for.

Anew sterilization law to replace the 1929 law which was declared unconstitutional in February should be of use in limiting the families of feeble-minded and mentally diseased individuals now contributing so largely to county and State expense.

Progress in limiting working hours of women in mercantile and other establishments was made. In large establishments in towns of 5,000 population or over, employers may not work female clerks, sales-ladies, waitresses, etc., over 10 hours a day or over 55 hours per week.

For the first time, facilities for institutional care of Cherokee Indian delenquents are to be provided at Samarcand Manor and Stonewall Jackson Training School. Indian juvenile delinquents of Robeson county must now be accepted by these institutions. The sum of $10,000 was added to the appropriation of these schools for the purpose of providing suitable quarters.

Also for the first time, facilities are available for care of the Negro feeble-minded at the State Hospital at Goldsboro. If there is room in the institution, the superintendent is now empowered to accept such charges.

The State Hospital head was empowered to transfer to other departments patients in the department for inebriates who develop criminal, mental or other symptoms. Also temporary care of inebriates or insane or drug addicts was provided for.

Raleigh, N. C. Times
August 14, 1933

NEW CONCERNS GIVEN CHARTERS

Industrial Home For Negro Girls Is Given Charter

The following certificates of incorporation were filed in the office of, Stacy W. Wade, Secretary of State, Aug. 14:

Smith-Drugs-Incorporated. Principal office Waynesville, To own and operate a drug store. Authorized capital stock $100,000. Subscribed stock $300. By J. M. Smith, Zeb Curtis and F. O. Garren of Waynesville.

Welcome to Asheville, Incorporated. Principal office Asheville. To promote Asheville as a pleasure and health resort. A non-stock corporation. Incorporators are George Coggins, Philip Woollcott, F. Reeves Rutledge and others of Asheville.

North Carolina Industrial Home for Colored Girls, Incorporated. Principal office Efland. To foster and maintain an institution that endeavors to save the young Negro girl. A non-stock corporation. Incorporators are Mrs. W. G. Fearson, Mrs. J. A. Cotton, Mrs. W. F. Kelsey and others.

Oklahoma

Education-1933

Orphanages and Other Benevolent Institutions.

6

Okla. Institution To Get Huge Donation

Kansas City and Topeka Plaindealer 1-20-33

Kansas City

Muskogee, Oklahoma, Jan. 20—A bill authorizing the appropriation of an additional two hundred thousand dollars for the Oklahoma Insane Asylum for Negroes which is located at Taft, the All-Negro town 12 miles from here, has been drafted and presented the Oklahoma legislature, according to information obtained by a representative of the Associated Negro Press from reliable sources.

Information is that the measure is being sponsored by Benjamin Martin, representative from Muskogee county who is also chairman of the Oklahoma House appropriations for the mittee. The recommendation for the additional amount was contained in the Budget Committee's report and recommendations to Governor Wm. H. ("Tlfalfa Bill") Murray who made public the recommendations of the report. The present plans, according to authentic information, call for the extra outlay of money so as to enlarge the Taft institution which at present can accomidate only 320 persons. Negroes and whites have heretofore been sent to the asylum at Norman, and the plan is to enlarge the Taft institution so as to remove all Negroes from Norman and leave it for the exclusive use of insane white people.

The recommendation for the additional sum for Taft was the only increase in the budget. The original $200,000 was partly used to purchase a 300 acre site at Taft.

South Carolina.

Education - 1933

Orphanages and Other Benevolent Institutions.

THE SPIRIT OF FAIRWOLD

NOW THE MARION BIRNIE WILKINSON HOME.

By Paul R. Webber, Jr.

First I wish to assure all readers that this article is straight from the shoulder, unpremeditated or stimulated by anyone connected officially with the work whatsoever. The real reason for this lit or writing is an inner urge to let the public know of some of the wonderful work being accomplished by this extra ordinary institution and the guiding spirit responsible for same.

This is one of the most unique institutions of its kind that I've seen. it has a perfectl homelike atmosphere, the like of which is seldom found in similar institutions. The fact that t is supervised by such an intelligent, kind scholarly woman as Mrs. C. A. Embly who can appreciate her role since she herself is a mother of the best type, accounts for this state of affairs.

Leaving the immediate plant and personell lets venture out thru the state and see who is rsponsible for this great work. Beginning in Columbia, for it is just across the river. we have such workers as Mrs. H. N. Vincent, Mrs. Saxon, Mrs. Marion Paul and other loyal club workers. In Orangeburg there is Mrs. Rowe, a devoted worker. While in Denmark, Mrs. Blanton and Menafee are doing their bit. Such progressive women are scattered all over the state. The late Dr. R. S. Wilkinson was very much interested and contributed heartily to the cause, incidentally he appeared on a very important program here just before his fatal illness.

Two of the most persistent workers I've had the pleasure to observe, over a period of say, ten years, are these two Mrs. Marion Birnie Wilkinson an untiring worker abounding in spirit and understanding especially for those less fortunate folk all about us. The other strange as it seems, nevertheless true a person of the masculine sex, an unsung hero who has worked faithfully to aid in any project without any thought of great monetary gain but just the spirit to serve. He is no other than Mr. John D. Rhodes, a graduate of State College, now Chief Steward of the Boarding Department at the same school.

It would be well just here to peruse a little over the history of the institution, its origin dates back to the war period. At this time it was located about 5 miles above Columbia near the community known as Fairwold until a disastrous fire wiped out the entire home and school leaving them destitute and almost penniless but still with an indomitable spirit and will.

Being undaunted by the misfortune the women of the Federation set to work but here the kind hand of fate intervened in a worthy cause. For they were greatly heartened by the action of the upper Diocese of the S. C. Episcopal Church thru the Rt. Rev. Bishop Finley, ever a friend of the weak and lowly, and that consecrated Christian worker Mrs. James Cain of the Interracial Commission who donated a plot of land on which to erect another home. This plot of land was in the vicinity of Cayce. After much hard labor and sacrifice this wonderful body of women succeeded in building a home even more spacious, modern and beautiful than before.

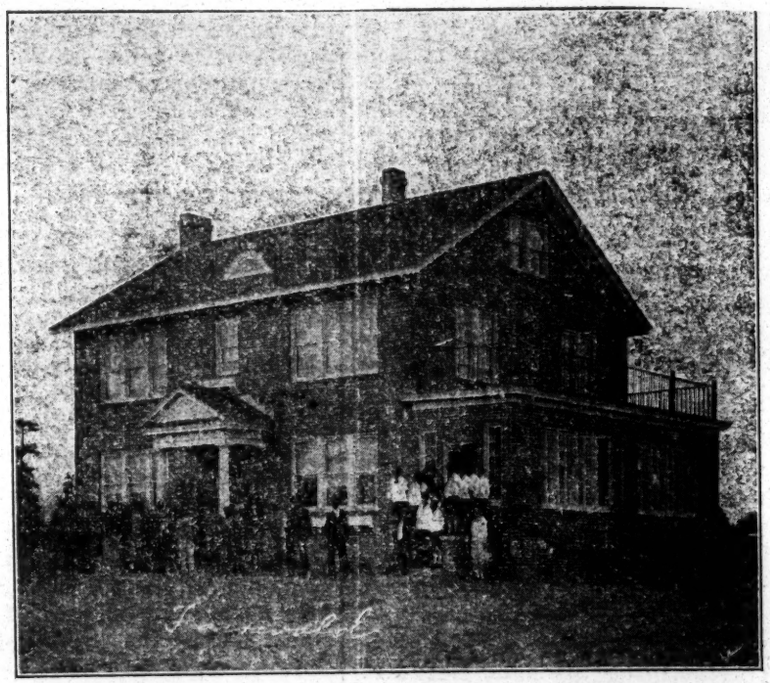
During this period many stumbling blocks were thrown in the path of the institution for just after the fire and at the beginning of Gov. Richard's term in office the Legislative body of South Carolina withdrew the two thousand dollars heretofore appropriated thereby possibly influencing the City of Columbia to likewise leave them on their own hooks to swim or die, but I am happy to say they survived and are providing a means for the unfortunate young orphan girls of the state to live and have life more abundantly.

They are carrying on with this fact prevailing it is the duty of the State to privide an official place of this nature but since this isn't true it is very commendable to note that these kindhearted, courageous and consecrated women are carrying it on in an organized manner. The purpose of the institution has been reorganized slightly to meet a greater and more important need that a well organized orphan home but one that is free from the usual hardships accompanying such a home. It is remarkable to hear the children address the matron as mother with no prevailing synthetic air of hypocracy.

I was very happy to learn of the action of the "Ladies of the Federation in renaming Fairwold, "The Marion Birnie Wilkinson Home." Congratulations to the individuals responsible for this wise bit of nomenclature. This a fitting tribute and a living monument to her splendid life work and to the South Carolina Women's Federation.

With such leaders of our group as President Whittaker of State College President Simpson and Starks of Allen and Benedict, Mr. J. M. Maxwell, the leading merchant of this section and a host of others expressing their sentiments in favor of the home and aiding materially in its welfare a great future is in the offing for this wonderful project. May this great work and spirit ever live and abound in goodness and purity.

Anderson, S. C. Mail
July 24, 1933



Tangible evidence of the Spirit of Fairwold, now "The Marion Birnie Wilkinson Home."

PROPOSE CHANGE

Directors of the negro orphanage in Liberty, at a meeting at the Salem Presbyterian church, in this city discussed plans for moving the orphanage from Liberty to Anderson. The meeting adjourned before definite action was taken regarding the proposed change.

At the meeting Rev. E. D. Foster, a white minister of Greenville, was elected chairman of the board, which is composed of the following members, Mrs. E. B. Foster, Corrie Thompson, W. I. Peek, C. Lee Davis, Fred Jackson, James Rosman and Rev. White. Rev. H. I. Asbury was named secretary to the board and J. L. Creswell was retained as field agent.

Another meeting of officers will be held here on August 21, it is understood.

DUKE INTERESTS TO SUPPORT S. C. ORPHAN HOME

Founded 18 Years Ago By Federation Col. Women's Clubs

Special to Journal and Guide

COLUMBIA, S. C.—The efforts of members of the South Carolina Federation of Colored Women's Clubs to interest some philanthropic foundation in supporting their project, the Marion Birnie Wilkinson Home for Orphans, have been successful with the announcement that the Duke Foundation would lend its aid to the home.

The Wilkinson Home, an outgrowth of the Fairwold Home for Delinquent Girls, was founded eighteen years ago by the Federation under the leadership of Mrs. Wilkinson, widow of the late Dr. Robert Shaw Wilkinson, former president of the South Carolina State College. Mrs. Wilkinson was then president of the Federation.

The institution really came into existence when the Episcopal Church, through Bishop F. K. Finley, donated the land, and the women, through their own efforts, erected a substantial brick building at a cost of $14,000.

State Provides No Home

The home was founded largely because the women saw the need of such a haven for delinquent girls since the State of South Carolina provided no such place. The property is located in Cayce, S. C., approximately two-and-a-half miles from Columbia. The building contains two dormitory rooms, two private rooms for the matrons, and one guest room, a beautifully furnished reception room, dining room, well-equipped kitchen, modern class room, bath and sun parlor, and is equipped with electric lights throughout.

The home caters to children from five to fourteen years of age. Mrs. Emily, former Orangeburg, S. C., school teacher, is in charge of the 27 inmates which at present comprise the population of the home. Practically all of the vegetables used at the institution come from the school's own garden, and all of the milk consumed is produced by its cows. Industrial art is taught by Mrs. E. Shaw of the Columbia public school system.

Among the women of the federation who have labored unstintingly in the service of the home have been Mrs. Celia D. Saxon, Mrs. Helen Usher, Mrs. Holmes of Florence, Mrs. Blanton, Denmark; Mrs. Etta Howe of Orangeburg; Mrs. H. L. Menafee, Denmark; and Mrs. Cain, white, of Columbia.

Tennessee

Education-1933

Orphanages and Other Benevolent Institutions.

Lenoir City, Tenn. News
August 24, 1933

New Negro School Building Built

The colored pupils of "Bucktown" and surroundings, are being provided with a new school building, conveniently located on the ferry road next to the Colored M. E. Church. Supt. Walker recently traded the acre lot on which the school was located on the hill overlooking the highway for a half acre lot located in the colored settlement, with the City Company and proceeded to have the old building torn down and moved. The building has been made smaller, painted, finished and will be ready for the opening of school Monday. It represents quite an improvement over the conditions which existed before. It will have a first class playground and only two families will now have to cross the railroad. About 60 are enrolled with Mrs. Ola Mae White, colored, teacher.

Education - 1933

Virginia
6

Orphanages and Other Benevolent Institutions
6

Will Lay The New Gymnasium Corner-Stone January 27th

Richmond, Va.

Plans are being made for the laying of the cornerstone of the Negro gymnasium which is now in the process of construction on the site of the Friends Orphan Asylum at 112 West Charity Street. The stone will be laid on Friday, January 27, and the Masonic rites will be in charge of Hobson Lodge No. 23, A. F. & A. M. The ceremonies will be proceeded by a street parade led by the bands of Capital City and Williams Lodge of Elks, and persons prominent in the business and community life of Richmond will participate in the exercises. Dr. L. A. Reid is chairman of the committee making arrangements for the cornerstone laying. The affair will be an auspicious event and high Masonic officials are expected to be present, including Worshipful Grand Master L. L. Berry and G. J. D. J. H. Blackwell, Jr.

Education - 1933

West Virginia.

Orphanages and Other Benevolent Institutions.

MORGANTOWN, W. VA.
POST

DEC 20 1932

A Program of State Economy

RECOGNIZING the unprecedented and unyielding necessity for severe reductions in state expenditures, Editor Jim Clendenin of the Huntington Herald-Dispatch offers a program which would eliminate at least $500,000 a year from the appropriations recommended by the State Board of Control for the institutions under its fiscal control.

Mr. Clendenin begins at home by suggesting how a considerable sum can be saved in the operation of state institutions located in Cabell county. He would close the West Virginia Home for Aged and Infirm Colored Men and Women and transfer its 57 inmates to the Lakin State Hospital, "a model institution and capable unquestionably of caring adequately for them," and he would consolidate the administrative offices of the West Virginia Industrial Home for Colored Girls and the West Virginia Colored Children's Home. The saving would be considerable.

Turning to the state's tax-supported institutions of higher learning, Mr. Clendenin suggests the closing of Potomac State School and West Liberty Teachers' College and the consolidation of Bluefield State Teachers' College, a negro institution, with West Virginia State College at Institute. The only fault with this part of Mr. Clendenin's program is that he doesn't go far enough. What possible excuse can anybody find, for example, for the continued operation of New River State College at the taxpayers' expense?

Mr. Clendenin would also abolish the three state hospitals at Welch, McKenree, and Fairmont, the continued maintenance of which cannot be defended on any basis except as purely local institutions which the local communities ought to support.

Mr. Clendenin would also postpone the proposed erection of a new building for male patients at the West Virginia Training School at St. Marys, saving $75,000 as the cost of the building and $25,000 as the increased operating expense of the institution.

Other details of the Huntington editor's program would call for a reduction in the appropriation for the State Geological Survey, put at $25,000, "by letting West Virginia University take charge of the books and maps," and a postponement of the remodeling of the old University library building at an estimated cost of $30,000.

With respect to the State Geological Survey, we would call Mr. Clendenin's attention to the fact that the recommended appropriation is only about 50 percent of what the survey received in 1930 and 1931 and that it is already cooperating with the University to the fullest extent as an economy measure. If the survey is performing any useful function to the state and the people want that work continued, it is questionable whether the survey can maintain itself on a productive basis with much less than has been recommended.

As for as the remodeling of the old library building is concerned, the $30,000 appropriation would be an economy. The building cannot be used for any purpose except storage until it is remodeled. Its conversion into an administration building would bring all the administrative offices of the University together with a considerable saving and would release for classroom purposes the offices in classroom buildings now used by the administrative units. It would be an economic waste, in our judgment, to let such a well constructed building as the old library stand idle and unused.

Mr. Clendenin's program includes a number of other items of lesser magnitude, and he adds that "it is quite likely that other institutions may be consolidated or abandoned without serious damage." We should say, particularly, that some way must be found to make the state penitentiary less expensive than it is certain to become unless a far-sighted plan is adopted for it.

Mr. Clendenin has attacked the problem from the right direction. We hope the legislature adopts the same method of bringing the cost of state institutions and state government to a level the state can afford to support.

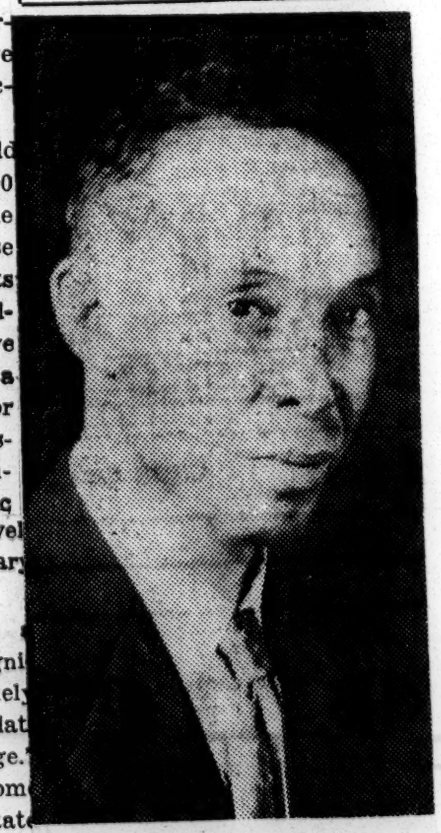
Fox Appointed As W. Va. Children's Home Head

HUNTINGTON, W. Va., Aug. 31. —W. B. Fox, of Huntington, W. Va., was appointed Superintendent of the W. Va. Colored Children's Home by Gov. H. G. Kump.

Mr. Fox is widely known in Huntington in business and political circles by members of both races. He has been prominent in real estate circles and was the owner of the Deluxe Taxi Co., the first colored Taxi Cab line of this city.

He was also the builder and owner of the Fox theater, the most modern and finest equipped colored theater in the State of West Virginia. He has been a prominent lifelong Democrat and was the organizer of the Cabell County Democratic Club more than 16 years ago. He served in the capacity as Asst. Superintendent of Streets under the Democratic administration of this city.

HEADS HOME



W. B. FOX
Prominent Huntington man who was recently appointed Superintendent of the W. Va. Colored Children's Home by Governor H. G. Kump.

Education-1933

Reformatories.

Georgia.

Atlanta, Ga. Georgian
August 10, 1933

River Farm Plan

The River Farm is the scene of two important penal camps of the county, the River Chain Gang Camp and the Negro Boys' Reformatory.

This farm is divided into two sections, the heads of the two camps, respectively, having direction of the farming operations.

These superintendents are Aaron Thompson, deputy warden in charge of the River Camp, and E. J. Waites, superintendent of the reformatory.

Sorghum syrup is an important item in the winter menu of the convict camps, and this year's crop will provide a bountiful supply of this product.

Present sorghum fields should yield no less than 15,000 gallons of syrup, Superintendent Clarke has estimated.

There will be at least 10,000 bushels of potatoes of the Irish and of yam varieties.

Two hundred acres are producing thousands of bushels of peas.

Already many truckloads of cornfield beans have been gathered and canned, while the corn stalks on which the vines climb are reaching maturity.

The county's three modern canning plants are situated conveniently to the source of the vegetables, at the River Camp in connection with the boys' reformatory; at the negro woman's camp on Powers' Ferry Road, and at the white boys' reformatory in

Louisiana

Education – 1933
Reformatories

New Orleans, La. Times-Picayune
December 21, 1933

DEDICATION STAGED AT MUNICIPAL HOME

Negro Section of Boys' Institution Scene of Ceremonies

The living quarters and public school for negro inmates of the Milne Municipal Boys' Home, 5420 Franklin avenue, were dedicated Wednesday afternoon with ceremonies in the school assembly room attended by several hundred persons. Dedication ceremonies for the institution as a whole were held Sunday, December 10.

Robert B. McElree, superintendent of the home, outlined the purpose of the institution and told of plans to give the boys instruction in agricultural pursuits as well as character-building and general educational courses. There are 109 negro boys in the home.

Judge John D. Nix of juvenile court, speaking on the value of religious training for boys, declared that principles of reverence, patriotism and helpfulness as inculcated by the Boy Scout movement should be adopted as a working plan of life for every youth.

Rev. N. A. Holmes, pastor of Central Congregational church, delivered the dedicatory address, and Rev. H. H. Dunn, district moderato of the Association of Congregational Churches, was master of ceremonies.

Other speakers included Joseph Jones, Inex Labat, Eloise Thornhill, and Charles B. Austin, president of Straight college. Rev. J. S. Morgan delivered the benediction and Rev. F. G. Green the invocation.

The negro inmates of the home presented a special Christmas program.

Education - 1933

Reformatories.

Maryland

The New Melvale School for Delinquent Girls

With the appointment of Miss Sadie George and thirteen assistants to the new state girls' reform school and announcement that the new $150,000 plant will be ready for occupancy by October, Maryland is in a fair way to start work on the proper handling of delinquent cases.

It has been a long way from the inadequate institution at Melvale to a modern reform school, and even those who have been impatient at the long delay may rejoice that a new day is at hand.

Grand jury after grand jury recommended a new plant for Melvale, but until Juvenile Court Justice J. S. Waxter, Mrs. Marie O. H. Bauernschmidt, and interested friends sold the plans to Governor Ritchie and the state legislature, nothing was accomplished

With the new school in operation and the state engaged in the job of making good citizens out of delinquent girls, it ought not be too difficult a job to convince the Governor that what he has done for the girls at Melvale ought to be duplicated for the boys at Cheltenham.

During Governor Ritchie's administration the state has erected a new tuberculosis hospital at Henryton and a new girls' reform school to take the place of Melvale. All good things go by threes. A new Cheltenham ought certainly to supplement the other two good forward steps. Furthermore, the outgoing grand jury recommended it.

North Carolina.

Education - 1933

Reformatories

GASTONIA, N. C.
GAZETTE

FEB 2 1933

CUT IN HALF.

North Carolinians who are bewailing the slashes and cuts being made up here might look toward South Carolina for some real, honest-to-goodness savings.

The lowest general appropriations bill known in many years is reported by the ways and means committee, providing a state budget of $5,000,000. This would entail a cut of one-half for all the state colleges and a cut of two-thirds in public school appropriations. What's more, the bill reduces the salaries of all state officials, Governor included, along with college presidents, to $3,500 for the highest. A number of public agencies would be abolished, included in these being the office of state bank examiner, chief game warden, warehouse commissioner, national resources commission, children's bureau, industrial school for girls and reformatory for negro boys. The county home and farm agents are saved. The state budget of $5,000,000 is a reduction from last year's budget of $9,500,000. That is the general proposition advanced by the farmers and taxpayers' league of strong influence in the South Carolina body.

It is going to take drastic measures like that to convince the officeholders and politicians of the state that we must effect some economies in North Carolina. The people can not pay the taxes and that is sure and certain.

After we cut our expenses in half, it will be time to howl, not before.

South Carolina

Education-1933

Reformatories

Orangeburg, S.C.
Democrat
Jan-31-1933

Five Million Dollars.

The Ways and Means Committee of the House of Representatives has prepared a general appropriation bill for 1933 which carries a total of even $5,000,000 to the cent, thus obeying the instructions of the House membership, and the various instructions of Farmers and Taxpayers League.

A number of activities would be abolished, including those of the Bank Examiner, Chief Game Warden, Warehouse Commissioner, Natural Resources Commission, Children's Bureau, the Industrial School for Girls and Reformatory for Negro Boys.

The public schools would receive $1,050,000 as against $3,626,114 appropriated in 1932. The amount requested by the State Superintendent of Education was $3,121,530 or about half a million dollars less than last year. This reduction of funds to pay State obligations to the school districts is the most serious result of the drastic cuts. If it should be the final enactment of law the various counties and districts would face the necessity of providing a lot of money to pay obligations already assumed.

Under the request of the State Superintendent of Education schools in Orangeburg County would pay $94,194 and if the bill carries less than a third of the amount requested the school districts in Orangeburg County will have to provide over $60,000 by indirect property tax, which would be nothing short of disastrous.

The State institutions of higher learning also receive severe cuts in the $5,000,000 bill. The extent of reduction those operating our State colleges have had to face and will have to encounter can be seen from the following comparison of the amounts appropriated for them in 1930, in 1932, and as provided in the proposed bill by the Ways and Means Committee.

	1930	1932	W. and M. Bill
University	$435,175.00	$312,000	$156,000
Citadel	206,692.14	175,000	87,500
Clemson	213,371.80	141,000	31,000
Winthrop	439,966.42	292,000	146,000
Medical	142,500.00	92,000	46,000
State	106,558.30	73,000	36,500

It will be seen that from 1930 to the Ways and Means Bill involves a reduction in the operating costs of these institutions amounting to the following sums: University, $279,175; Citadel, $119,192.14; Clemson, $182,371.80; Winthrop, $293,966.42; Medical, $96,500; and State, $70,058.30. The authorities operating these colleges certainly face a difficult situation.

Sometime ago we read an article which pointed out that statistics seem to indicate that the general public health was better during times of depression than otherwise. A learned doctor declared that this was dangerous because it influenced governmental units to reduce their funds for preventive measures against disease and he warned that because of this the health figures for the years immediately following a depression always showed a considerable advance in fatalities from various diseases. This danger is illustrated by the fact that the State Health Department received $137,343 in 1932 whereas the proposed bill would allow it only $63,993, which probably means that most of the public health work will be destroyed.

The Ways and Means Committee bill is in answer to the demand that the appropriation be reduced. From past legislative experience it is likely that the appropriation bill finally passed will be considerably larger than the bill recommended by this committee. Very often the House membership increases the total amount and and almost always the Senate does.

CHARLESTON, S. C.
POST
DEC 20 193

TOO EASY BORROWING

What it could not do directly the State of South Carolina now proposes to do indirectly by borrowing money from the public works administration for new buildings at numerous State institutions. Applications for some $5,000,000 have been filed by the State planning board for a number of institutions, ranging from $2,386,000 to build a new State penitentiary to $21,800 for the negro reformary at Lexington. The legislature could not finance these buildings with taxes because the people could not pay for them. The State could with difficulty at the present time borrow money in the open market for these purposes. The easiest thing is to accept the invitation of Uncle Sam to go into debt for many things the State has found it possible in its period of financial stringency to get along without. A minor part of this money will come as a gift from the public works administration if the loans are approved. The major part, however, will represent a debt which the people of South Carolina will have to repay just as surely as if their State borrowed the money in the open market.

Every loan for which the State applies to the government should pass the same test of merit that would be applied to it if the institution in question were seeking the money from the legislature. This State is too much in debt at the present time. It has no right to go into more debt for any but the most necessary purposes, certainly no right to contract debt for the simple reason that it is easy to borrow from the government. It should not be forgotten that it was even easier to borrow from the public in the flush years of investment and that the State's harrowing financial difficulties, in State, county and municipal governments, are due in large part now to the ease with which money was borrowed then.

Are the people of South Carolina able to afford the expenditure of $2,386,000 on their penitentiary and $1,382,000 on their State hospital at this time? Or $740,000 for buildings at Clemson College, $681,000 at the university, $400,000 at Winthrop, $454,600 at the State training school at Clinton? If not, they cannot afford to borrow the money for these expenditures from the public works administration. The main business of South Carolina legislators at present is to try to reduce the State's debt and put its finances in better condition. Borrowing new millions for any and every institution that asks for them, whether from the federal government or elsewhere, will not further this cause.

Education - 1933

Reformatories -

Virginia

Mr. Cardwell's Protest

Richmond Planet 8/1/33

Richmond Va.

The Richmond Planet is publishing elsewhere in these columns a letter quoting from a prospectus of the Negro Reformatory Association of Virginia, the organization which established the Virginia Manual Training School for Negro Boys. This prospectus backs up historically the protest entered by Mr. G. P. Cardwell, whose father, the late Judge Cardwell, gave so unstintingly to the success of the then infant enterprise.

The first officers and board of directors were all members of the Negro race, who were assisted in the promotion and management of the institution by an advisory committee composed of a group of distinguished and altruistic white Virginians.

In view of the history of the institution and the ambitions, aspirations and objectives of the pioneers, Mr. Cardwell correctly and forcefully states the case when he says:

> "Now as a member of your board for twenty-seven years, and one who has the interest of the institution at heart, I would be callous indeed to the dictates of my own conscience and disloyal to the memory of Dr. Smyth, its founder, and my father, who cheerfully gave so much of their time and thought to this institution, if I did not enter my protest against any infringement of the provisions of the original charter of this institution and the promises, both oral and written, that it would be so conducted, any infraction of which would mar, if not destroy, the splendid spirit and corporation now prevailing there, under the leadership of W. B. Layton, who has been instilled with the purposes and aims of the institution since he came there many years ago, having served under Dr. Smyth, its founder, Mrs. Shippen and T. J. Edwards, its succeeding president."

There is no justification for breaking the covenants made with the beginners of the great work, most of whom are now dead. If figures mean anything, the administration of the affairs of the institution under all Negro personnel has been above suspicion and beyond criticism. How can the present board, in good conscience, maintain its indefensible position in face of indisputable facts?

Education - 1933

Virginia

Reformatories.

MAKE VIRGINIA STATE COLLEGE TOBACCO FACTORY IF CAPABLE NEGROES CANNOT HOLD STATE JOBS

And Also Close High Schools If Whites Are To Hold All "Big" Posts in Negro Institutions, Says Danville Attorney

By ATTY. J. C. CARTER

DANVILLE, Va.—The state of Virginia has not always provided for delinquent Negro boys in such a manner that would be calculated to conduce to their future welfare resulting in their development into useful citizens of the Commonwealth

The fact that wayward boys of the Negro race have been looked after since the year 1898 is, to a great measure, due to the forethought of a Negro whose name was John H. Smythe under whose leadership there was organized the Negro Reformatory Association of Virginia, and which established and maintained at Hanover the Virginia Manual Labor School "for the reformation of delinquent colored boys under the age of seventeen years."

Gets State Aid 1900

Prior to 1900 the association was supported wholly from voluntary contributions made by Negro churches, Sunday schools, societies of various kinds, and from charitably disposed persons, white and colored.

In the year 1900 the General Assembly of Virginia passed "An act in relation to the government of the Negro Reformatory Association of Virginia," and named James Caskie, E. T. D. Meyers, Andrew H. Christian, L. L. Lewis, Joseph Bryan, John L. Williams, John P. Branch, B. L. Winston, George P. Haw. C. P. Huntington, H. B. Frissell, John H. Smyth (who spelled his name Smythe), D. N. Vassar, J. Wesley Johnson, S. H. Shackelford, William B. Lyons, and Joseph E. Jones as the association's board of trustees.

The same legislature appropriated the sum of one thousand dollars to the association "for the purpose of erecting necessary buildings for the accommodation of persons committed to its custody." All of the trustees were white save Mr. Smythe.

Under State Since 1920

By act of the General Assembly of Virginia, approved March 19, 1920, setting out that it was "deemed advisable and expedient that such institution should be under State control and management," and that the "Negro Reformatory Association of Virginia will probably be desirous in the near future of conveying to the State of Virginia all its property, consisting of real estate, situated in the county of Hanover ....," the State agreed to take possession of the real and personal property of the association and control of the school and "conduct the same in accordance with the purposes of the charter of said association."

Here, then, is an institution at first established for the benefit of under-privileged Negro boys and which had for twenty years been conducted solely for their benefit.

First a Good-Will Work

In those years what was best for the Negro boy was the first consideration, and hence the greater part of the services rendered were without promise or hope of any reward except the consciousness of having administered to the needs of a human being in His name. But, now and since the State has taken possession, the question "What will it pay?" is of vastly more importance than that of what good can be done.

If I have been correctly informed, there was no regularly employed physician to the school, and whatever services any doctor rendered were given at no agreed price, and those services were usually tendered by and accepted from a Negro doctor, but so soon as the State was in position to pay, or those in control, thought the State was in position to pay a stipulated salary, the free services of the Negro physician was dispensed with, and a white physician employed at a considerable charge.

Money Makes Difference

If a Negro physician's professional services were good enough when there was nothing charged or paid for the services, why are they not good enough when there is a salary attached?

If separate institutions are set apart for the races, what reasonable objections can be had to Negroes serving Negroes in an institution which the State has provided for Negroes?

And too, why spend money educating Negroes at State expense thus aiding them in fitting themselves to fill positions in public institutions, if when they have been thus fitted to fill places which logically belong to them, those places are given to white people, and often to white people who would not be selected by other white people to fill similar positions in like institutions set apart solely for white people?

How Jobs Are Lost

Once there was a Negro keeper of a cemetery for Negroes and it happened that as the place paid a good wage, a white man applied for the place. When the Negro keeper heard of the fact he went and had a talk with a white friend who was also a member of the City Council.

After hearing the Negro's story, the white friend said: "I will fix it; you be easy."

On the night of the election, the white applicant was nominated, and so was the Negro.

When the white man's name was presented, the councilmanic friend of the Negro arose and asked: "Mr. President who is the gentleman nominated by my distinguished friend, Mr. Jones? Is he white or colored?"

A Job-Getting Question

The President replied that he was white; whereupon the inquiring councilman asked: "What white man is that who wants the job of burying a lot of niggers?" And the colored applicant received nine votes and the white applicant received one.

I sometimes ask: "Can a Negro get no job or position, or office, whatever it may be called, that is not sought after by some white man especially where there is a consideration which can be dignified by the name of salary?"

One of the senators who was a leader in the scheme to have the State of Virginia dismembered was asked if he thought his course was right, and he replied: "We are not doing this thing because it is right, but because we have the power to do it."

Is it right to displace a Negro woman physician at the Negro reformatory and fill the vacancy with a white man, or is the thing being done simply because those in authority have the power so to do?

Why Spend The Money

True it is, that the State of Virginia has the power to treat her Negro citizens in any manner that she may deem fit, but would the exercise of that power be right? If after spending its money in assisting in educating Negroes it takes from them every opportunity to occupy any position where there may be possibilities of being of the greatest service to their people, and to demonstrate ability to do something else, besides hew wood and draw water, why spend the money?

Why create appetites that are not to be appeased, or dangle before the eyes fruit never intended to be tasted? Why spend money for that which falls far short of satisfying the aspirations of the recipients of the State's bounty, and from which the State by its own act deprives itself of an adequate return?

If the reputed action regarding the selection of a school physician is indicative of a settled policy, it were better to close all the high schools in the state which are dedicated to the education of Negroes, and convert the State College for Negroes into a tobacco factory.

Better no education at all for Negroes than after it has been acquired to have the possessors precluded from holding any kind of position in a State institution that requires a mind trained above the ordinary. If the treatment alleged to have been received by Dr. Zenobia Gilpin is a sample of what to expect in the future, then when one reads about the appropriations made by the State for Negro education, the question might well be asked: "To what purpose this waste?" "Why spend the money?"

RICHMOND, VA.
NEWS LEADER

AUG 26 1933

THE HANOVER REFORM SCHOOLS

C. P. CARDWELL has written to the board of directors of the Virginia Industrial School for Colored Children a letter that demands an answer.

The Negro Reformatory Association, which established the first of these institutions, was organized in 1897 by Negroes, with an advisory board consisting of some of the most distinguished white men of Tidewater.

It was understood from the first that the schools were to be conducted by Negroes, for Negroes, under the general direction of a white board. An institution for delinquent Negro girls was established some years later, under like conditions.

In 1923, the state took over both schools, along with those for white boys and girls. The property of the two Negro institutions in Hanover was duly conveyed to the commonwealth. The late Judge CARDWELL however, and his son, PAT CARDWELL, both of them profoundly interested in the rescue work of the institutions, considered it a matter of direct obligation to put into the deed the verbal understanding that had always existed as to the operation of the reformatories by Negroes and for Negroes. The state accepted that condition and lived up to it until this year. Then the Virginia Industrial School board, on which Mrs. MAGGIE WALKER is the only Negro member, decided to install a resident white physician and a resident white purchasing agent.

Reviewing all these facts, Mr. CARDWELL courageously says:

"I feel that any infringement of the provisions and purposes of [the] charter and the ideals and intention for which this good work was started would seriously cripple the spirit of this institution and result in serious harm to its future success.

"I will say further, that from the date of its charter forty years ago, there has never been the slightest suggestion of mismanagement of this institution, a record of which they are justly proud and one that well might be emulated by others.

"If we would hold the respect and loyalty of our colored people in Virginia as have in the past, we must in turn be just and fair to them; any other course would, in my judgment, be a breach of faith."

What is the answer to this? We have heard no suggestion that there was incompetence on the part of any Negro official connected with these schools. If there was, the remedy was not to put white men in their places, but to discharge the incompetents and substitute other Negroes for them. It seems to us that there is a definite moral contract, perhaps a definite legal contract, between the commonwealth and the Negroes who established this school. Unless there is some condition of which nothing is said and nothing is known, then

the only name that can be given the introduction of white personnel is the one Mr. CARDWELL gives it—a breach of faith. And a breach of faith is something of which neither the commonwealth nor the members of the fine board of the school would willingly be guilty.

Reconsideration or explanation is in order.

Education

West Virginia

Reformatories

W. Va. Rewards Another Democrat

R. D. Chapman, Raleigh County Committeeman, Appointed Superintendent of W. Va. Industrial School For Boys, Under Kump's Administration—Other Positions Given.

Charleston Gazette Aug 31 '33

CHARLESTON, W. Va., Aug. 31—Early this month Governor H. G. Kump's administration rewarded another faithful Democrat with a major appointment, when R. D. Chapman, State committeeman from Raleigh county, was elevated to the superintendency of the West Virginia Industrial School for Colored Boys, a reform institution, located in this state on the Ohio river.

The Boys' Industrial School was established in 1924 by an Act of the Legislature of West Virginia and it is one of the finest institutions of this kind in America. It is an eleemosynary institution of the corrective type, where delinquent youths are sent by the courts of the state for reclamation.

Superintendent Chapman states that 82 boys are inmates of the institution at the present time.

Others Get Posts

Superintendent Chapman appointed to his staff several other prominent Democrats from different sections of the state.

Herman B. Chapman, of Elkins, a graduate of Howard University, was made Assistant Superintendent, while S. Brady Briggs, of Hinton, a graduate of Virginia Union University, and Mathew Obey, of Fairmont, were appointed as Commander in the institution.

New Staff, New Ideas

The staff brings with them new ideas concerning social reform. "It will be our intention to redeem boys instead of merely to police them while they are in our custody," said Superintendent Chapman. "We feel that all similar institutions in this state should confer so as to make common capital for the development of the youth intrusted to our care. It will be a part of our objective in the future, through our schools and churches, to take a step toward preventive delinquency and criminality rather than to treat the patients after they have been ill. We solicit the co-operation of the entire state in carrying out this program."

The new superintendent is a Democrat and succeeds Lieut. S. S. Gordon, American World War Ace, who won the Croix de Guerre in France.

Education - 1933

Scholarship and Other Distinctions.

Cortez Peters, Champion Typist Wins Queerest Contest on Record

Washington Times 11-2-33

Conceded Contest and is Awarded Prize Without Hitting a Key

Have you ever heard of anyone winning a valuable prize without even being required to compete for it? Well, this is what happened in the Federal Employees Typewriting contest held on Thursday at Strayer's Business College, sponsored by a local daily and a typewriter company.

Cortez W. Peters, of national repute as a typist and expert demonstrator, having won the world's amateur championship and a record of 120 net words per minute for one hour from unfamiliar copy, is a government employee and therefore an entrant. When Mr. Peters arrived at the contest and warmed up at a terriffic rate of speed, the contest was temporarily held up and questions concerning the status of Mr. Peters precipitated.

Conceded Contest

The management unhesitatingly conceded Mr. Peters the contest, asserted that they believed him to have it at his mercy, and contended that the other contestants did not feel that they were in competition for the first prize, which was to be a new $102.50 typewriter.

Mr. Peters offered the happy solution that if he be awarded the first prize or another prize of equal value, for the sake of the other contestants, all white except Mrs. Mary J. Davis, an expert typist from the Veterans' Bureau, he would withdraw.

Given Duplicate Prize

The management very quickly agreed and in what they cited to be in the interest of the other contestants awarded a duplicate prize of equal value as acknowledgement of constructive victory.

The contest was won at the speed of 83 words a minute for ten minutes. Mr. Peters' lowest contest speed is 119 words a minute for 30 minutes.

CORTEZ W. PETERS

Dunbar Graduate

Mr. Peters is a graduate of the Dunbar High School and was instructed by Prof. James C. Wright pioneer of 3-cent car fare for school children, who was present at this contest the same as at the world's championship engagements in which his student, Mr. Peters, participated. His typing trophies include 4 certificates, one bronze medal, one silver medal, 3 gold pins, 5 gold medals, three typewriters, one diamond medal, and the title, "A World's Champion C and L Typist.

Washington Navy Yard, financial

Mr. Peters is an employee of the secretary of Morning Star Lodge, Elks, assistant grand secretary of the I.B.P.O.Elks of W., and at the present time a student at the Frelinghuysen University.

Typist is So Speedy He Gets First Prize Without Trying

Afro-American 11-4-33

WASHINGTON—Appearing last Thursday to take part in a speed typewriting contest, Cortez W. Peters was conceded first prize, a $102.50 typewriter, without having to compete for it.

Peters has a national reputation as a speed typist and holds the natnoial amateur typing championship. When he appeared at the contest last week the judges held up proceedings, to go into a huddle over the speed demos.

The contest was open only to Federal employees. All the other contestants were white with the exception of one, Mrs. Mary J. Davis, of the Veterans' Bureau.

Upon being awarded first prize without competing, Peters withdrew. The contest was won at 83 words a minute. Peters's lowest contest speed is 119 words a minute.

OCT 26 1933

EVE. RECORDER
PORTERVILLE. CALIF.

PROGRESS OF THE COLORED RACE

The American Negro is making exemplary progress. This is truth and it is a truth that should be recognized at its full value by the white people of this Nation. As an example of the advancement of the Negro in education is the news announcement, from Washington, that Robert C. Weaver, a Negro, has successfully completed his final examination for the degree of Doctor of Philosophy in economics at Harvard University. He will be the youngest candidate ever to have received such an honor at Harvard. Weaver, a graduate of Dunbar high school, was graduated from Harvard in 1929. In 1931 he received his master's degree there.

The American Negro has advanced greatly in the quality of his citizenship. He has become an intelligent factor in elections and in promoting good government.

Those of the white race who divest themselves of racial prejudice and sincerely wish the Negro well in his difficult striving to advance, would do well frequently to say kind and encouraging words to the Negro.

DR. SCOTT GETS FELLOWSHIP

Afro-American 11-18-33

CHICAGO, Ill.—Dr. Horace C. Scott, son of Dr. Emmett J. Scott, Secretary of Howard University, Washington, D.C., and Mrs. Scott, has just been awarded a Fellowship by an Eastern philanthropic board to enable him to pursue post-graduate work in Dermatology at the University of Chicago under Dr. Samuel W. Becker, Associate Professor on Dermatology, Kuppenheimer Research Fund.

Dr. Scott, who recently was appointed a Junior Clinical Assistant in Dermatology at Provident Hospital, is a graduate of Howard University, receiving the B.S. degree in 1925, and the M.D. [illegible] 30. He served a year's internship at Freedman's Hospital, at Washington, after the completion of which he began the practice of medicine and surgery in Chicago.

Last week he was appointed a medical examiner for the Victory Mutual Life Insurance Company of Chicago, being perhaps the youngest physician to have been appointed to such a responsible position by Victory Life.

Doctor Scott has been associated for the past two years with Dr. Fred C. Cade, prominent South-side physician, with offices at 63 E. 35th Street, and resides with his brother-in-law and sister, Mr. and Mrs. Aaron H. Payne at 3530 South Parkway.

FELTON G. CLARK RECEIVES PH.D.

Afro-American 11-25-33

NEW YORK.—Felton G. Clark, Howard professor and son of President [illegible]. S. Clark of Southern University, becomes the eighth Negro to receive the degree of doctor of philosophy from Columbia University.

A copy of Dr. Clark's dissertation has been placed in the university library, subsequent to his passing the oral examination for the degree November [illegible].

Dr. Clark received the A.B. degree from Beloit College in 1924 and the A.M. degree from Columbia in 1925. When he took the preliminary examination for the doctor's degree he was given the highest rating by his department. He is a member of Alpha Phi Alpha fraternity.

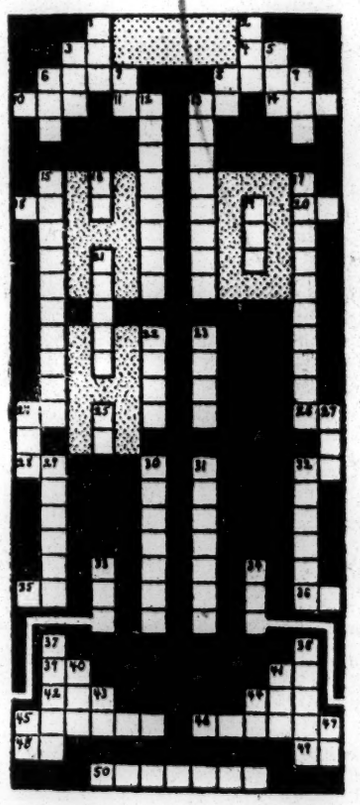
College Professor Wins Prize for Cross-Word Puzzle; Now Work It

Telegraph 11-25-33

NASHVILLE, Tenn., Nov. 17.—A crossword puzzle in chemistry brought Prof. Dennis A. Forbes, head of the science department at Tennessee A. and I. State Teachers college here, the unusual recognition of winning a prize for his effort and having his puzzle published in Curent Science, a magazine dealing with scientific matters several weeks ago.

In describing the puzzle, the editors of the scientific publication stated that it was "the most clever crossword puzzle sent us so far."

This puzzle contains the Hoffman electrolysis apparatus which is used for decomposing water into hydrogen and oxygen. Try your hand at working it. The answer will be published in next week's issue.



HORIZONTAL

3—South Carolina (abbr.).
4—Belong to (prep.).
6—To gaze with strain.
8—A compound used for cleaning purposes.
10—A beverage.
11—Surprise (inter.).
13—Editor (abbr.).
14—Condensed moisture.
18—South (abbr.).
20—Symbol for aluminum.
24—Symbol for tin.
26—Louisiana (abbr.).
28—Maine (abbr.).
32—Suffix denoting a doer.
35—Indefinite article.
36—North Dakota.
39—Symbol for silver.
41—Foot (abbr.).
42—A white metallic element.
44—An insect.
45—A small stone.
46—A grain (general name for breakfast food).
48—Arabic (abbr.).
49—Note of the musical scale.
50—A unit of heat.

VERTICAL

1—Frozen water.
2—A dove's call.
3—A large body of water.
5—A whim.
6—An instrument for writing.
7—Symbol for radium.
8—South Dakota (abbr.).
9—A loved animal.
12—The lightest substance known.
13—Parts of a compound.
15—One method of transferring heat.
16—Symbol for copper.
17—A wheel turned by water.
19—One state of matter.
21—A large body of salt water.
22—A bitter chemical compound.
23—The common name for NaCl.
24—A boy's name.
25—Symbol for platinum.
27—A mixture of oxygen and nitrogen.
29—Inventor of the electric light.
30—A vegetable containing much water.
31—A tub to bathe in.
33—The kind of electrode on which hydrogen collects (abbr.).
37—The compound decomposed in the apparatus used in this puzzle.
38—Hot water vapor.
40—An upright piece of wood.
41—Admission charge.
43—Take notice (abbr.).
44—Symbol for bromine.
45—Pennsylvania (abbr.).
47—Symbol for lithium.

Black Jewess Is Valedictorian

MISS VERTELLA VALENTINE

Miss Vertella Valentine, left, ranking student at Institutional Synagogue Hebrew School, 37-43 West 116th Street, New York City, receiving her diploma from Rabbi Herbert S. Goldstein, ahead of the schedule, as a special dispensation. Miss Valentine will be the commencement speaker at the exercises, which will be held December 17.

Education-1933

Scholarship and Other Distinctions.

Columbia Bestows Master's Degree Upon Efficient Military Instructor

AWARDED M.A.

Captain Hayes, On Leave of Absence From Texas College, Makes Exc llent Record In N. Y. Institution.

Was Outstanding Athlete and Soldier In Earlier Years—Acted As Military Instructor At Tuskegee.

NEW YORK CITY, Mar. 16.—Columbia University has bestowed the degree of Master of Arts in Vocational Guidance upon Captain Arthur P. Haqes, United States Army Reserves, a World War veteran, sometime professor of military science and tactics at Tuskegee Institute, Alabama, former dean of men at Lincoln University, Jefferson City, Mo., and Prairie View State College, Texas, and recently supervisor of the Boys' Club work at the Dunbar Apartments, this city. Captain Hayes is a candidate for his doctorate in June, 1933. His career has throughout been marked with youthful enthusiasm and grit, and this, the captain's latest achievement, marks the successful culmination of the years of training and association with notable persons and institutions of the nation that have been significant factors in the climb of the 1917 ranking cadet boy of Washington's Dunbar High School.

Captain Hayes was also an outstanding athlete in his high school days in Washington, taking prominent part in football, swimming contests, track team, "gym" team, wrestling and boxing as well as cheer leader in the senior class. Today he has all the requirement for major in the U. S. Army but no vacancies exist for this promotion Hayes Reserve Corps training began at Camp Pike, Ark. (Nov. 30 1918) as second lieutenant Infantry Reserves; from there, as an enlisted man in the regular army (1919 to 1926); he saw service on the Mexican border and in the Philippine Islands with the Ninth Cavalry. The war department transferred him to Tuskegee Institute, where he served as assistant military instructor under Lt. Col. B. O. Davis. After another two year period Captain Hayes was transferred to Lincoln University, Jefferson City, as P. M. S. & T.(professor of military science and tactics), and assistant dean of men. In 1927 he returned to Tuskegee Institute as P. M. S. & T. and assistant commandant and wound up his work there by graduating 22 successful candidates for Scoutmastership. While at Tuskegee Institute Captain Hayes also instructed the first branch school for colored reserve officers as well as acted ass adjutant and general staff officers at camp for 20 officers.

In New York City on a leave of absence from the Texas College at Prairie View Captain Hayes has served as instructor for the Army Extension School, Infantry for Colored Reserve Officers. It was just last year (1932) that he received his B. S .in education from Teachers College, Columbia University. His work there has been marked by excellent rating and commendation; it has embraced special study in recreational leadership, scoutcraft, aviation ground school work, as well as the general collegiate subjects and vocational guidance and personnel.

CAPT. ARTHUR P. HAYES

United States Army Reserve officer, a World War vet and once Professor of Military Science and Tactics at Tuskegee Institut, who was recently given the M.A. degree in Vocational Guidance by Columbia University.

Will Study Abroad

DR. ALDRICH B. BURTON

Who has been awarded a grant from the Oberlaender Trust of the Carl Schurz Memorial Foundation to be used for study in German speaking countries.

Cleo Woolridge Is Only Colored Member Of Hunter Math. Frat.

By MURIEL JERVIS

Cleo Woolridge, a graduating senior at Hunter College is a member of Pi Mu Epsilon, mathmetics honor fraternity. She is the only Negro student now at Hunter to be a member of this honor society, having been elected on her scholarship record in mathematics and general subjects. She is now taking a Mathematics Honors Course, really a Post Graduate course, in which more advanced math is studied in German and French. Miss Woolrdige addressed the fraternity last week on "Singularities of An Algebraic Curve." At this meeting, the entire mathematics faculty was present.

Miss Woolridge has from her childhood liked math. At Wadleigh High School, she won a prize in mathematics, and a pin for high marks in Greek. Her primary reason for majoring in math at college was that it could be put to practical use. She intends to teach it or if she cannot teach it, she will become an accountant or a satististician. Algebra is the phase of mathematics she likes best.

She contemplates a trip to California which has a chapter of her fraternity. When she returns, she will work for her M. A. at Columbia. She attributes her brilliant success to the interest her parents take in her, and their desire for her to get a fine education.

PHILADELPHIA, PA.
MORNING PUBLIC LEDGER

MAR 19 1933

NEGRO PHYSICIAN OF CITY HONORED

Dr. Aldrich T. Burton Named by Foundation for Year's Research Abroad

GOING FIRST TO VIENNA

By JOSEPH V. BAKER

For the second consecutive year a Philadelphia Negro physician will go abroad on a foundation grant to study technique in the application of medical science. This fact became known yesterday when the Oberlaender Trust of the Carl Schurz Memorial Foundation announced that it had given Dr. Aldrich T. Burton a grant to be used in research in German-speaking countries.

Dr. Burton is head of a department of Mercy Hospital, 50th street and Woodland avenue, and a member of the Board of Directors. For a number of years he has been interested in research work.

For three years he was connected with the United States Department of Public Health, and in that capacity delivered medical lectures before county and State medical groups in many sections of the

country. Aside from his work on Mercy Hospital staff and his private work, Dr. Burton was for seven years a member of the staff of Phipps Institute, 7th and Lombard streets, and at one time served as president of the Philadelphia Academy of Medical and Allied Sciences.

Outlines His Plans

When asked just what he intends doing in his field while he is abroad and his object in obtaining the grant, Dr. Burton said:

"My object, first of all, is to become acquainted with the most modern developments in technique and theory in order that we may bring the hospital's work up to the highest possible standards."

Once that is done, however, Dr Burton pointed out, the department will be given largely to the training of Negro physicians specializing in that field.

"We expect," Dr. Burton continued, "to develop a real center for post-graduate work in the subject for physicians and a recognized place for expert treatment, as well as a source from which authoritative information concerning diseases and the manner in which they affect Negroes might be obtained."

The physician has received an appointment to the research staff of the Krankenhaus-Stadt-Wien Clinic, in Vienna, where he will spend the first six months. After his work there he will be connected with clinics in Breslau and Berlin.

Dr. Henry Minton, superintendent of Mercy Hospital, said the selection of Dr. Burton by the foundation is a tribute to Philadelphia's Negro physicians and that Negro medical men in the city and nearby towns will benefit greatly from Dr. Burton's findings.

Second Physician Honored

The grant to Dr. Burton follows one given last year by the Barnes Foundation to Dr. De Haven Hinkson, who has just returned to the city following a year's leave. During his study period Dr. Hinkson specialized in the diseases of women in both Paris and Vienna.

The studying of these two physicians abroad is obviously a part of a city-wide movement on the part of Negro physicians to keep closely in touch with the most modern trends of medical science. This was attested by a series of clinical lectures held at the hospital recently, in which ten leading white physicians and specialists lectured daily for one week to more than 200 physicians, dentists and nurses.

The Oberlaender Trust, which has for its object the "enriching of American life through understanding of German achievement in fields bearing directly on public welfare," is headed by Gustav Oberlaender, of Reading, and has, among others on its Board of Directors, Carl W. Ackerman, dean of the School of Journalism, Columbia University, and Henry Allen Moe, an executive of the Guggenheim Foundation. Dr. Burton's is the first grant to a Negro for medical research.

Metcalf Now Honor Student at Marquette University

Milwaukee, Wis.—Ralph Metcalfe, national sprint champion and Olympic star, Friday became an honor student at Marquette university.

Announcement of the selection of Metcalfe with 13 other junior students for membership in Alpha Sigma Nu, official honor key society of the university, was made by the Rev. William Magee, S. J., president.

Metcalfe is the first Negro to be honored by the group, a national organization. Appointment is based on service, loyalty and scholarship.

Chicago, Ill.—Ralph Metcalfe, Marquette university's Negro speedster, won another sprint title Friday night, winning the 60-meter dash in the Central A. A. U. championship meet in the University of Chicago fieldhouse.

RACE MAN WINS RARE HONOR AT CHICAGO UNIV.

4-8-33.

When the American Anthropological association meets April 7 and 8 at the University of Chicago the Race will be represented by Mark Hanna Watkins, who will read a paper before that body.

Dr. Watkins received his Ph. D. degree in anthropology at the spring convocation of the University of Chicago and is said to be the first member of the Race so honored. He also holds the A. M. degree from the same school. His work at the university is rated as outstanding and his Ph. D. thesis, "A Chichewa Grammar: Bantu Language of British Central Africa," is considered at the university an important piece of research. His informant was H. Kamiza Banda of Africa, who was paid by the university for his assistance.

For his scholarly achievements Dr. Watkins was elected a member of the society of the Sigma Xi. He is a native of Texas, but is now living in Gary, Ind. Dr. Watkins received his fellowship for the doctor's degree through the general education board of Chicago university after receiving his master's degree there.

His work in the field of anthropology has attracted national attention and for some time he was associated with Dr. W. D. Hambly, working as assistant curator of the Field museum of natural history in Chicago.

WALKER MEDAL FOR 1932 GOES TO ALABAMA MAN

Norfolk, Va

Dr. A. J. McPherson Rewarded For Fight For Justice

NEW YORK, N. Y.—For showing "exceptional loyalty, devotion, and courage in the face of the prejudices, handicaps, and plain dangers of a southern city," Dr. Charles A. J. McPherson, secretary of the Birmingham branch of the National Association for the Advancement of Colored People has been awarded the 1932 Mme. C. J. Walker gold medal.

The medal has been awarded annually by the Walker company to the individual adjudged to have performed outstanding service to the race through the N. A. A. C. P. It will be presented to Dr. McPherson at the association's annual conference in Chicago in June.

Dr. McPherson has taken an active interest in arranging for the defense of the Scottsboro boys and especially for the defense of Willie Peterson, who was framed as a scape-goat for the bitter feeling aroused in Alabama by the Scottsboro case and other alleged interracial crimes. Dr. McPherson has organized the colored people of the state into a defnse group behind the Willie Peterson case which is unprecedented.

Others who were mentioned favorably for the award were Dr. H. Claude Hudson of Los Angeles, Mrs. A. Hill of Los Angeles and Mrs. Katherine (Earl B.) Dickerson of Chicago.

Omaha Univ. Uses Negro Teacher

4-29-33

OMAHA, Nebr., Apr. 27 (By C. E. Chapman for the ANP)—The municipal university of Omaha, the highest educational institution of the city's public school system, is said to be the only northern institution of higher learning in which a Negro serves on the teaching force.

In this city is Miss Madeline Shipman, a graduate of Howard University in the 1932 class, who teaches a class each day at the University of Omaha. Miss Shipman is working for her Master's degree at O. U. and at the present time is the instructor of a class in practice teaching in physical education, the class being made up entirely of girls, all of whom are working toward degrees. She is taking social research in addition to practicing teaching in physical education and is making high marks in all subjects.

At present she is teaching the classes formerly taught by Miss Ruth Diamond, who is now absent from the university. The classes are two classes of baseball, one having 50 girls in it and the other 47; one in archery in which there are 14 pupils; one in industrial gymnastics of 10 pupils; one of health education in which there are 30 pupils and a class in creative dancing in which there are 28 pupils.

This makes a total of 179 pupils altogether. Of this number, only two are Negro pupils—there being one Negro co-ed in the baseball class and another co-ed, a senior, in the class of Health Education.

Miss Shipman is a native of Wyoming by birth and was partly reared in Canada. She did her freshmanc ollege work at the University of Omaha, and the last three years of her college work, were done at Howard University. In addition to her school work, Miss Shipman is the executive secretary of the Mid-City Community Center, a recreational and health institution for Negroes, located here, where she has two assistants, Mrs. C. H. Singleton and Rae Lee Jones.

Carter Asst. In Bates Biology Dept.

4-29-33

MALDEN JUNIOR, SYLVESTER CARTER, NOW TEACHER IN MIXED NO. COLLEGE

Sylvester Carter of Malden, Mass., a junior at Bates College, has been appointed an assistant in the Biology department for the next school year. He was also elected as a member of the honorary society—The Jordan Scientific Society.

He has been active in various departments since his enrollment. He is soloist with the various musical clubs, and violinist with the Orphic Society and The Little Symphony Orchestra. He also organized the Bates Male Quartet.

Best For 4 Years

One of the highest honors which can come to any college student was bestowed upon Elmer E. Collins (shown) when he was elected to Sigma Xi, national honorary scientific society. A senior at the University of Iowa medical school, young Collins has led his class of 93 members in scholarship for four years. His classmates are all white. He is the son of Mr. and Mrs. R. L. Collins, of Cedar Rapids, Iowa.—(CPS Photo).

Scholarship and Other Distinctions.

DOCTOR OF PHILOSOPHY DEGREES ATTAINED BY 12 NEGROES IN 1932-33

CHARLESTON, W. Va., Aug 17.—(A. N. P.)—A study annually made by Harry W. Greene, of the Department of Education, at the West Virginia State college, shows that twelve (12) Negroes received the degree of Ph. D., or an equivalent degree during the scholastic year 1932-33. There were also twelve during the previous year.

Since 1876 at least 85 doctorates were granted to colored persons by outstanding universities. Ten of these have been awarded to women. Thirty-three (33) American and European institutions are represented by holders of the degree. The University of Chicago 16, the University of Pennsylvania 10, Columbia university 7, Harvard university, 6, and Yale university 5, have 43 or over one-half of the number. Seven foreign institutions are a part of the aggregation. Two-thirds of the doctorates were awarded during the past decade, while nearly one-third were granted during the present period of the Economic Depression.

Social Sciences Lead.

Of the eighty-five (85) doctoral degrees, 18 have been conferred for work in the field of Social Sciences; 16 in the Physical Sciences (including Mathematics); 13 in the Biological Sciences; 12 in the field of Education; 11 in Modern Languages (including English). The remaining number were found in the fields of pure Psychology, Philosophy, Religion, and the Ancient Languages. The majority of the recipients won their Bachelor's and Master's degrees from leading northern colleges and universities. Almost all of them are now employed at our best institutions. Howard, Fisk, and Atlanta have the highest percentage of them. At least sixty percent of these scholars teach or do research in the District of Columbia and northern states.

Awarded Scholarship

ATLANTA, Ga. —(ANP)— Prof. Fred Hall, director of music at Clark University, Morris Brown College and Gammon Theological Seminary, this city, has just been awarded by the General Education Board a grant providing for a year's study of music in England and on the continent of Europe.

Won Fair Trip Prize

COLORED BOY GETS 1ST IN D. C FOR NAPOLEONIC COACH—EXPENSES PAID TO WORLD'S FAIR

Detroit, Mich., Aug. 17, 1933—For building a model Napoleonic coach and entering it in the Guild Competition of 1933, and also for demonstrating his skill in building it, Joseph Hawkins has been awarded the four first places for the District of Columbia, at $25 each. He received first place in junior metalcraft, first place in junior trimcraft, and first place in junior paintcraft.

His success carries with it a trip to the Chicago Century of Progress Exposition, with all expenses paid, where his coach will be judged in competition with others for a $5,000 univers scholarship.

12 WON PH.D.'S LAST YEAR

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Atlanta Constitution
August 25, 1933

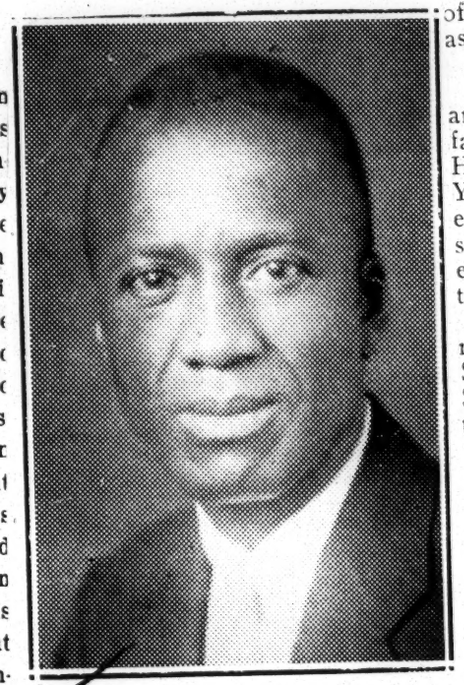
City Council turned aside from its busy consideration of the affairs of a great city like Atlanta the other day to recognize a good deed by an humble citizen. Acting on the nomination of Mayor Key the members of City Council voted unanimously to ask that the Carnegie Hero Commission award a medal to Olin Miller, "a negro porter who on June 10 at risk of his life rescued two white men trapped by an explosion of gas in the basement of an Atlanta business house." His experience in the World War had taught him how to meet such an emergency and, be it said to his credit, he kept his head and put this experience to good use in coming to the rescue of his fellow workers.

Aged Negro Asks Right To Teach in Carolina

COLUMBIA, S. C., Sept. 14.—(AP)—An 80-year-old negro graduate of the University of South Carolina, Thomas A. McLean, of Charleston, has applied to the state department of education for a teacher's certificate.

McLean, one of the few living negro graduates of the university, attended it during the reconstruction period and received a bachelor of arts degree in 1877.

McLean wrote that he was graduated from Putnam High School at Newburyport, Mass., in 1873, attended Amherst for one year and completed his education here. He has had 40 years of teaching experience in Oregon, North Dakota and Texas, he wrote. Officials are considering his application.



PROF. EVERETT YATES

Who, 10 years ago, came back from teaching in South to take chance on teaching in Mass. and by persistent efforts is now Boston's first Colored sub-master.

Guardian 9-23-33

EVERETT YATES A SUB-MASTER

Boston Mass.

FIRST COLORED IN BOSTON SCHOOL SYSTEM—A 10 YEAR FIGHT — CHAIRMAN REILLY ASSISTED SON OF MR. AND MRS. NICHOLAS R. YATES

Everett C. Yates, son of Mr. and Mrs. Nicholis R. Yates, who has been a teacher in the Rice Graded School for 10 years, it being the seat of his first appointment, was appointed a sub-master by the Boston School Committee Monday night, Sept. 18.

This is the result of an 8-year battle by Mr. Yates. He took his first examination for it 8 years ago. He is the first Colored person to secure this appointment. The victory came about through the chairman of the School Committee, William A. Reilly.

Mr. Yates has persisted every year for 8 times. The last time was August 1932 when he was second in the list, only 1 point behind the first man who made 890 and Mr. Yates 889.

Last December he was promoted to the Junior High School division teaching science, in which subject he was first in the examination oi 1931. He is now in the Junior High department of the Rice School and will remain so as sub-master for the time being.

Career

Prof. Yates was born in Virginia and was brought to Boston as an infant, reared here, the son of Mrs. Lucy H. Yates. He is the brother of the Yates sisters, Miss Pattie Yates being especially well known as a singer. His sister, Iola, was a school teacher and encouraged her brother to take up teaching.

He is a graduate of Sherwin Grammar, Boston English High, Michigan State College, Boston Normal, Lowell Summer School for 3 years, then preparing for the Smith-Hughes work of vocational training by the federal government, for which he was State teacher-trainer for Tennessee. This he gave up after his father died, coming back home to Boston.

Prof. Yates says he has always had pleasant relations with school teachers and school officials. They greeted him with flowers when he was appointed to the Junior High, and he was recorded quite a reception by the white teachers when this latest honor came to him.

Colored Girl Wins $400 Scholarship

Gazette 9-30-33

By SHARLIE NORMAN

ALBANY, N. Y.—Miss Estelle Felton of North Pearl street left on September 17, for Washington, D. C., where she will resume her studies at the Miner Teachers College.

Each year the Women's Municipal Club of Albany gives the most worthy graduating high school girl $400 toward her college expenses. This scholarship is given without regard to race or color. Three years ago, Miss Felton was the winner, she having received a $100 check each year for scholarship expenses. This is her senior year at Miner and upon her graduation, she plans to teach here

LEAVES OF ABSENCE TO 10 PRAIRIE VIEW INSTRUCTORS

PRAIRIE VIEW, Texas.—Leaves of absence for the year 1933-34 have been granted 10 members of the faculty of the Prairie View State college for the purpose of study. The instructors and the schools where they matriculate are:

Prof. J. J. Abernethy, director of mechanic arts, Kansas State Agricultural and Mechanical college, Manhattan, Kas.

Prof. J. B. C[illegible], registrar and director of the division of arts and sciences, University of Chicago.

Prof. O. A. Fuller, director of the department of music, University of Iowa.

S. E. Warren, associate professor of social sciences, University of Chicago.

D. R. Turner, assistant professor of science, University of Illinois.

Miss Henrietta Brogwell, assistant professor of the practice school, University of Pittsburgh.

Mrs. Lucy F. James, instructor in home arts, Columbia university.

T. H. Brittain, instructor in carpentry, Kansas State Agricultural college.

I. L. Jacquet, instructor in masonry, University of Illinois.

Mrs. Sadie Allen Johnson, instructor in printing, Kansas State college.

Persons who will be added to the faculty in the absence of regular instructors will be:

Miss Annie C. Preston, M. A., Columbia university, arts and sciences.

Louis E. Fry, M. S., Kansas State Agricultural college, mechanic arts.

Miss D. Burdine, M. A., Colorado State Teachers college, arts and sciences.

Nelson T. Archer, M. A., Columbia university, arts and sciences.

Mrs. A. L. Ross, M. S., University of Iowa, home economics.

Miss S. E. Daniels, M. A., Columbia university, physical education.

Mrs. B. V. Watkins, M. A., University of Illinois, social sciences.

Leroy Robbins, B. M., University of Kansas, director of music.

Harry E. Fuller, Hampton institute, interior decoration.

Miss I. Wright, M. S., Columbia university, home economics.

PRISONER GETS DIPLOMA

Guide 10-15-33

David Atkins, an inmate of the Ohio Penitentiary, has successfully completed a Commercial Law course through the Home Study Department of Columbia University. He received his diploma today. His final grade for the work in the course is A-Minus. This is approximately a mark of between 90 and 95 percent. In this instance, David Atkins, although under adverse circumstances and innumerable handicaps, has achieved something which Columbia claims only a very comparatively few Commercial Law students can boast of. In March 1932 Atkins completed an English course from Columbia University. For his unusually high grade on the entire work of the course, he was awarded fifty dollars by Columbia University. Besides Atkins, although his health is not the best at present, has already begun another English course from Columbia, which he claims he will most probably complete the first of the year.

Cleveland Gazette

Because of the high marks Atkins has made in his studies, his willingness to study, and his ability to pursue his studies assiduously in prison, the officials of Columbia University have become intensely interested in him, and have expressed their willingness to assist Atkins as far as possible in his desperate efforts to acquire an education. To insure Atkins success in his studies, the University has appointed Dr. A. R. Kieth as his personal educational advisor. Through Warden P. E. Thomas' willingness to co-operate with the University in its endeavor to educate this young man, Dr. Kieth has given permission to visit Atkins at the prison as often as he deems necessary, and furnishes him whatever information and instructions that will facilitate his understanding.

"Atkins is not the type," said Dr. Kieth, "commonly found in prison. In fact, Atkins is not the type of young man commonly found anywhere. He has an unusually pleasing personality which acts upon you much like the magnet does steel. He has a keen sense of perception and a well developed head which indicates his rare degree of intelligence and intellectuality. He has a fine physique, and his articulation reveals his academic training. Atkins is the most appreciative, enthusiastic and ambitious young colored man I have ever known. My contact with him has been, indeed, a pleasure and an inspiration to me. It is my honest opinion that this young man should be given his freedom before the conquering powers of prison life completely destroy his health and the best that is within him. In Atkins' case, I am thoroughly convinced that the purpose of prison has been attained. He is, I am of the opinion, a fit subject to come back to society as a unit of usefulness to his race. There is no doubt in my mind that Atkins will not make good if given his freedom. During the eight years of his confinement in the penitentiary, the records show that no other prisoner could have possibly done more to prove worthy of his liberty than Atkins has done. That alone is commendable and merits, I believe, the freedom which he has fought so courageously to prove worthy of. Columbia University is doing and will continue to do, everything possible to educate this young man and to obtain for him the consideration which we feel he deserves," said Dr. Kieth in conclusion.

What has already been said about Atkins, whom we all know and have become to love so well, clearly indicates that he has applied himself well and fought the battle courageously during the eight years he has been confined in the penitentiary — This young man, we wish to remind you, has not even allowed illness to retard the desperate efforts he is making that he might become more useful and worthy of his liberty. Aside from his studies, Atkins writes for three colored newspapers of the state: — The Columbus Voice, The Columbus Advocate and the Cleveland Guide. "What little I have accomplished educationally," Atkins assured us, "is no more than any other prisoner can do, if he would but put forth the necessary efforts. It is not a pleasure, I must admit, to study under such uncongenial conditions. Yet the value of an education, I must also concede, is well worth the efforts necessary to acquire it. One cannot expect to accomplish anything worth while in life without an adequate education. Still an education, I know quite well, is not the only essential of success. One must also be imbued with an earnest desire to accomplish a worthwhile achievement, and in his endeavor to attain it, he must pursue an honest and legitimate course.

Chemist, Standard Oil Co.

A few years ago a lad in one of the Carolinas left his small home town to go to the university in the city. His teachers shook their heads dolorously when they became acquainted with the intentions of the lad because he was nothing light at the local high school. His progress in college was rather slow, but in his slow development he showed unusual aptitude in chemistry and to compensate him for the extra years he would be forced to spend at the institution to get his degree he was appointed student instructor in chemistry.

Later he became an instructor in chemistry although he had not received his degree and he had quit working for it. After serving several years on the faculty he went to New York and obtained a job with an oil company of national reputation as a chemist and as yet no one has suspected that he is colored. After being in New York for about one year he returned to his home town and married his childhood sweetheart—a very attractive brown lady. They reside in one of the nearby Jersey towns.

J. E. J.

SCIENTISTS PRAISED FOR ARTICLES

Courier 12-23-33

ATLANTA, Ga., Dec. 21.—Two young scientists who completed their undergraduate work at Morehouse College are cited in the current issue of the Biological Bulletin for original contributions to knowledge. Abstracts of papers by John C. Bridges, teacher of biology at Morehouse College, and Harold E. Finley, associate professor at West Virginia State College, printed in this journal report findings that are of definite value to science. Both papers were read at public seminars last summer at the Marine Biological Laboratory, Woods Hole, Mass., where their research was carried on during the summers of 1932 and 1933.

Mr. Bridges' paper, prepared in canjunction with Dr. Margaret Sumwalt of the staff of the famous laboratory at Woods Hole, will be published in full in the "Journal of Cellular and Comparative Physiology" of the Wistar Institute of Philadelphia. It is entitled "The Effect of Hydrogen Ion Concentration upon Potassium Penetration into Fundulus Eggs."

Besides his degree of Bachelor of Science received from Morehouse College in 1929, Mr. Bridges holds the degree of Master of Science from the University of Michigan. He has the distinction of having been invited to be a member of the Michigan Academy of Art, Science and Letters on the basis of a paper read before that body in 1931.

Mr. Finley was graduated from Morehouse College in 1928, received his degree of Master of Science from the University of Wisconsin in 1929, and has taught since that year at West Virginia State College. His present paper is his third to be published, the other two having appeared in "Ecology" and "Transactions of the American Microscopical Society."

Now that she is recognized, Russia will likely watch her steppes.

Scholarship and Other Distinctions.

Gets Degree

MRS. INEZ B. PROSSER

The University of Cincinnati, Ohio, awarded the degree of doctor of philosophy to Mrs. Inez Beverly Prosser, registrar and teacher of psychology at Tougaloo college, Mississippi. The dean of the college was high in his commendation of the type of scholarship shown by Mrs. Prosser throughout her career. She is a pledgee of the Alpha Kappa Alpha sorority.

GRADUATES AT TUFTS COLLEGE WITH HONOR

New York American Aug
6-28-33

Joseph Franklin Walker, whose parents live here in Harlem, was graduated at the head of his class with Summa Cum Laude honors at this year's commencement at Tufts College, Boston. He received a B. S. degree in civil engineering.

Scholarship To Univ. Of Penn, Temple 'Grad'

Philadelphia Tribune
Philadelphia Pa.
6-29-33

Sheepskins Awarded to Graduates of Two Local Colleges

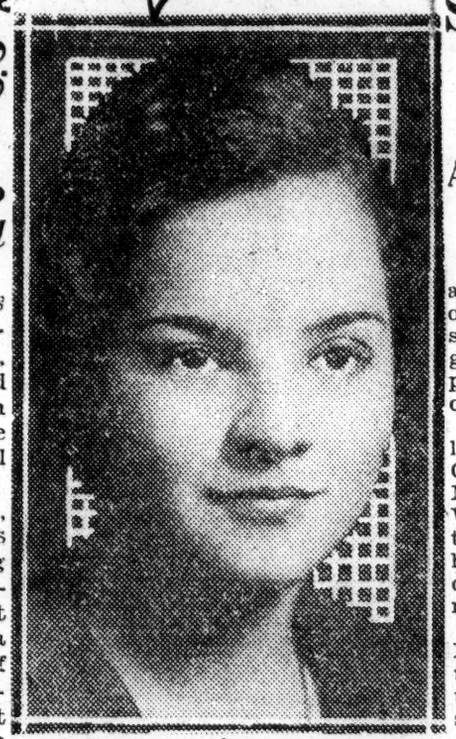
Straggling returns of graduations show that at Philadelphia's own universities, historic, old Pennsylvania, with its traditions and culture, and Temple, the forty-seven year old dream of Dr. Conwell, Negro students were among those who received the tassel turns and presidential nods.

At the University of Pennsylvania, Robert D. Baskerville received his Bachelor of Laws degree, after having received both his Bachelor and Master of Arts degrees at that school. At the same time, Edward S. Burleigh, a Philadelphian, received his Master of Arts degree in Psychology, after having done his under-graduate work at Howard University. And along with these at the Spruce street school were William Anthony Gaines, receiving a Master of Arts degree in Sociology; Gladys East, daughter of the secretary of the Baptist Foreign Mission Board, receiving a Bachelor of Science degree in Biology; Francis Main Butler, a German major and honor graduate, who received a Bachelor of Arts degree; Calvin W. Robinson, who graduated from the School of Finance, and Rev. A. H. Jones, who receiver a Master of Arts degree.

From up Broad street we have Wendell L. Hughes, Bachelor of Science in Physical Education; Helen N. Nottage, Bachelor of Science in Public School Music; Eugene Lawson, Music; Hattie M. Grant, Bachelor of Science, Education; and Virginia C. Travis, School of Commerce. Thelma Preyer, a Philadelphian, is also among the June college group, having received a Bachalor of Arts degree at Howard University.

In keeping with the doings in educational circles, Charles L. Hunt, a graduate of Temple University, and a graduate student in African Anthropology at the University of Pennsylvania, has been awarded a scholarship to the Institute of Race Relations which will be held at Swarthmore College during July under the auspices of the Committee on Race Relations of the Philadelphia Society of Friends. Mr. Hunt was one of a very few given scholarships to the exclusive month's conferences.

Honor Graduate



MISS NORMA ALBERTA THOMPSON of 69 Ashland avenue, East Orange, N. J., was graduated magna cum laude from the New Jersey State Teachers' College at Montclair on Thursday. Majoring in Latin, she was the first Negro student to receive an A.B. degree at the college. Miss Thompson was elected to Kappa Delta Pi, national honorary society for teachers.

Newark Ledger
6-28-33

N.E. GIRL GETS PH.D. IN FRENCH

Afro-American

Providence Colleges Graduate Six Others from Newport, D.C. and Wilmington.

7-1-33

PROVIDENCE, R.I.—Six degree graduates from local colleges were listed here last week as follow:

Brown University

Jay Saunders Redding, Wilmington, Del., M.A. Baltimore
Shirley Roberts, Newport. M.A.

Pembroke College

Mrs. Margaret Lingham Worthington, Ph.D.; Mrs. Worthington, a brilliant scholar, specializing in French, and since graduating from Pembroke College some years ago, has taught at Virginia Union.
Susan Paine, Washington, D.C., B.A.

Rhode Island College for Teachers

Miss Thelma Butler and Miss Hicks, both of Newport.

Macon, Ga. News
June 20, 1933

Scholarship Given Negro Boy Orator

Atlanta Youth Wins $1,000 Prize of Elks' Organization

A $1,000 college scholarship was awarded J. Leonard Palmer, 13-year-old Negro student of Clark university, Atlanta, as winner of the regional oratorical contest of the Improved Benevolent Protective Order of Elks here last night.

Palmer competed with Wesley Williams of Orangeburg State college, Orangeburg, S. C., speaking on the Negro and the Constitution, while Williams' subject was The Constitution and Citizens. The contest was held at the Macon auditorium as one of the features of the Nego Elks meeting.

The 24th infantry band of Fort Benning played a number of selections. The Macon Recreation chorus, under direction of A. L. Glasco, sang several spirituals, accompanied by John L. Williams.

R. E. Pharrow, original director of the sixth district of the I. B. P. O. E., presided. Among other speakers were: John L. Morris, manager of the Macon Chamber of Commerce, and J. E. Kelley, Birmingham, Ala., grand secretary of the grand lodge, I. B. P. O. E.

After the auditorium program a dance was held in the Negro Pythian building.

PH.D. FROM OHIO GOES TO HUSTON

Chicago Defender
Aug 12 1933

COLUMBUS, Ohio.—(ANP)—The Rev. Marquis Lafayette Harris, Ph.D., pastor of the Pennsylvania Avenue Methodist Episcopal Church here, has been elected professor of sociology and acting dean of Samuel Huston College, Austin, Texas, according to a joint announcement from the offices of Dr. Merrill J. Holmes of Chicago, assistant secretary of the Board of Education of the Methodist Episcopal Church in charge of educational institutions for Negroes, and Dr. Stanley E. Grannum, president of the college.

The degree of doctor of philosophy was conferred upon Mr. Harris by Ohio State University, Monday, June 12, 1933. He holds also a B.S. degree from Clark University, a B.D. from Gammon Theologocal Seminary, and an A.M. from Boston University. He has done special work in Western Reserve and Harvard Universities.

Dr. Harris is a Tuskegeean. He has been connected with the department of physics, chemistry and mathematics at Clark and Claflin Universities. His residence is in Cleveland, Ohio.

Hunter Maxwell, Feature Editor of Newark Ledger, Won Post by Writing to the Paper

Amsterdam News 7-26-33

New York, N.Y.

Began Study of Law, but Gave It Up for Lack of Funds

HUNTER MAXWELL of Newark began his career as a journalist by contributing to the "Letters to the Editor" column of the Newark Ledger, a white daily of large circulation.

His letters were timely, interesting, logical, usually aggressive—the kind that stimulated thought and forced action, the kind that got under the skin if they were against you and stirred you if they were in your favor. They were letters that attracted notice, letters that editors were reluctant to "trim," and which the readers read over and over again, and then sat down to write in about them.

They attracted the notice of the editor of the Newark Ledger. The editor sent for Mr. Maxwell. Mr Maxwell did a series of articles on assignment, and today he is the Sunday and feature editor of the Newark Ledger, said to be the only Negro in the country occupying a similar position. Part of his duties now is to scan the letters of contributors for "live stuff"—stuff that virile, timely, interesting, logical. He seldom finds any.

Started From Scratch.

Starting in life from scratch, with his ambition that of becoming a lawyer, Mr. Maxwell, married and raising a family, enrolled in the New Jersey Law School in 1918 and was forced to drop out a year later for lack of necessary funds to pay his tuition.

Somewhat discouraged, he went to work with the Hyatt-Roller Bearing Company of Harrison, N. J., where, by displaying ability, he rose from porter to a clerkship.

It was during his term of employment with this company that Maxwell began his letter-writing crusade against everything and everybody that he considered inimical to the Negro. After the day's work was done this native of Tennessee would go home and prepare his letters. Maxwell was never paid for them, but as time went on he got more space than anyone else.

The letter that finally brought him his opportunity was written during the tenure of office of President Woodrow Wilson, when race riots were breaking out all over the nation, particularly in northern cities. Burning up with indignation at the persecution of members of his race and at what he perceived as the narrow-minded attitude of most of the white newspapers, Maxwell picked up his pen and allowed it to drip fire and ice in a vitriolic masterpiece addressed to the President, asking that the Government take a hand in protecting the lives and property of Negroes.

A duplicate of the letter was published in the Newark Ledger, and Mr. L. T. Russell, its owner, sent for Mr. Maxwell and gave him an assignment for a series of twenty-four feature articles on the Negro. So impressed was his employer that Maxwell was instructed to increase his writings sufficiently to fill a complete page, and he did this for eight months.

Promoted Rapidly.

Rapid promotions followed. In 1921 Mr. Maxwell was promoted to the Sunday feature department, where he soon learned all the tricks of a feature writer. In 1924 he was placed in charge of Sunday features, and as time went on he became editor of all features, including those for the daily editions. He is well liked by the white staff and enjoys the friendly co-operation of every employee.

The feature editor is 52 years old and a resident of 519 Hawthorne avenue, Newark. He is deeply in love with his wife, Bessie, and has high hopes for his three children, Sherman, a post office clerk; Emerson, a spotter in the dyeing and cleaning industry, and Bernice, a third-year student at South Side High School. Much of what he has achieved he attributes to the ambition instilled in him by his parents, Mr. and Mrs. Lee Maxwell, proprietors of a restaurant in Washington, D. C.

Advises Youth.

The feature editor's advice to Negro youth is given in two crisp sentences: "Set your goal and prepare for it. Plug away and never get discouraged."

Hunter Maxwell at His Desk.

Education - 1933

Scholarship and Other Distinctions.

ROBERT WEAVER WINS PH. D. IN ECONOMICCS AT HARVARD

8-4-33

WASHINGTON.—(CNS) Robert Clifton Weaver, the son of Mr. and Mrs. Mortimer G. Weaver, has successfully completed his final examination for his doctor of philosophy degree in economics from Harvard university. Weaver passed a brilliant oral examination before the heads of the economics department at Harvard.

His degree will be awarded him at the next mid-year convocation of the Board of Overseers of Harvard university. When the degree is conferred, Weaver will be the youngest colored man ever to have received this degree from Harvard.

The young doctor of philosophy has made a brilliant curricular and extra curricular record. He graduated from Dunbar high school here with honors and matriculated at Harvard college, from which he graduated cum laude in 1929. As an undergraduate he received several speaking prizes: The Pasteur and Coolidge debating medals and a Boylston speaking prize in 1928. He was also a member of the Harvard debating council and served as secretary of that organization, 1928-1929. In earlier years he was one of the three men to receive keys from the Eastern debating league in recognition of Harvard's undefeated season in the league.

In 1931 Mr. Weaver received his master's degree from Harvard. The following year he was professor of Economics at A. and T. college, Greensboro, N. C. He is the sixth Negro to complete the requirement for the doctorate at the university and the first of the group to meet the requirements for that degree in the department of economics.

Education - 1933
Scholarship and Other Distinctions.

Martinsville, Va. Bulletin
May 23, 1933

NEGRO CHEMIST IS SPEAKER IN CITY

Dr. Carver of Tuskogee Institute Heard Here Sunday

Dr. Carver, noted Negro Chemist and formerly instructor at Tuskegee Institute in Alabama, spoke to a small, yet appreciative audience Sunday evening at the High School auditorium, explaining in detail the work that he has been carrying on for the past number of years. A heavy rainstorm coming up about seven-thirty o'clock held the attendance down, preventing many from getting to the building.

Dr. Carver is one of the race's outstanding citizens and has performed fine work in his chosen profession. During his career Dr. Carver has developed 300 products from common clay, 118 products from sweet potatoes, 85 products from peanuts, 87 products from pecans, 1,000 dyes from vegetables as well as completing much other successful experimental work. Dr. Carver once refused an offer of $100,600 a year from the late Thomas A. Edison to assist in experimental work in chemistry.

MRS. PROSSER RECEIVES Ph.D.

CINCINNATI, O., June 15.—Mrs. Inez Prosser was given a doctor of philosophy degree in education by the University of Cincinnati at the last commencement. Mrs. Prosser is the second Negro to receive this honor, the first being Miss Jennie D. Porter, principal of Stowe school.

PHI KAPPA PHI

W. THOMAS CARTER

A senior at the University of Michigan, who was recently elected to Phi Kappa Phi, national scholastic honors society. Phi Kappa Phi has chapters at all the leading white colleges and universities of the country and selects its members from the upper ten per cent of all the graduating classes on the basis of superior scholarship and distinctive services to the institution. Mr. Carter's field of specialization is modern languages.

PAYNE OF TUSKEGEE TO STUDY AT SORBONNE

Tuskegee Institute, Ala.—W. H. Payne, teacher of Romance languages in the College department of Tuskegee Institute sails for Europe on the Isle de France, June 17. Mr. Payne's stay of three months will include study at the Sorbonne and a short tour of Germany, Italy and Spain.

Mr. Payne is studying under the supervision of the graduate school of Romance languages of the University of Pennsylvania.

ELECTED TO COLLEGE SOCIETY

Chronicle 10-33

Washington, D. C.— Sargent School of Physical Education at Boston University, has just accorded Mrs. Mary Reeves Allen, director of physical education in women's department at Howard University, a unique honor in electing her to membership in the Twiness Society. Mrs. Allen was one of the three out of four hundred students accorded such honor and is the second member of her race to be accorded this distinction in the history of the school.

Mrs. Allen spent the year on leave of absence from Howard University.

Highest Scholarship Degree Awarded Negro At Rutgers University

Courier 6-17-33

NEW BRUNSWICK, N. J.—At the 1933 commencement of Rutgers University, a unique distinction came to the Negro race when Rev. Egerton R. Hall, priest in charge of St. Mark's Epsicopal Church of Plainfield, became the third person in the history of the university to receive the coveted degree of Doctor of Education. So far as it is known, Dr. Hall is the only Negro in America achieving this degree, which only two universities in America, Harvard and Rutgers, confer.

Dr. Hall was educated in the English public schools of the West Indies and later matriculated in London University where he took his Bachelor of Arts degree. Upon coming to America, he took his theological work at the Payne Theological Seminary and was graduated with the B.D. degree. Later he took his M.A. from New York University and his M.S. in Education from Rutgers.

GETS ALL A'S

Courier 6-17-33

M. D. JENKINS

Winner of University Fellowship in the school of education at Northwestern university. Jenkins was one of a class of 50 graduate students. He is a native of Terre Haute, Ind., and a graduate of Howard university. He maintained an "A" record throughout his year at Northwestern. The fellowship will aid him in his study for his doctorate. He received the Master of Science degree, Saturday.

2nd Prize, B. F. Hubert, Georgia State Ind. College

Investment in well-selected real estate is both a conservative and a progressive investment. It is conservative because it is safe, because it is based upon the fact that in the final analysis, wealth is made by people. Where there are people living and working together, there is usually a demand for real estate, therefore, an investment carefully made in real estate is safe and sound. Savannah Morning News 7-9-33.

Real estate investment is progressive because back of the investment is the theory and the fact that the supply of land cannot be increased but the supply of people to inhabit this land is increasing daily. Choice sites will become less and less available, at present prices, as the demand increases for the same. The wise individual will select carefully and invest for his future security in real estate, and enjoy the unearned increment that society makes possible for him, in addition to the usual income on his initial investment. Land is fundamental and basic to all other wealth. When a man possesses desirable land, he may be termed fortunate indeed.

Savannah, Georgia.

Race South High Student Awarded Dramatic Honor

PREJUDICED JUDGE DID NOT KNOW YOUTH'S NATIONALITY

6-17-33

Louis Mason, oldest son of Mr. and Mrs. Louis Mason of Elliot Avenue, won first place for his exceptionally fine dramatic performance at South High School, Thursday night.

The class in dramatics has followed the practice since 1927 of picking students from the class each season who have shown more than ordinary ability in their interpretation of the plays in which they took part.

Thursday night four plays were presented, one of which was a Russian sketch in which Louis Mason revealed remarkable talent. His performance was equal to that of a seasoned actor. Applause followed his act, but the real thrill came when the judge announced that the first place for individual performance was won by Louis Mason.

But the next day brought disillusionment for the young man. While being congratulated by his director he was approached by the Judge of the night before who told him had he known that Louis was a Colored boy he would never have awarded him first place. This American gentleman comes from the University of Wisconsin and at one time taught dramatics at South High. Louis' fellow students and teachers were quite indignant over the attitude and obvious prejudice of the Judge. Nevertheless Louis' name will go on the cup which will be on display at the school.

Louis enters the University of Minnesota in the fall. He has made a splendid record at South High in all branches.

ARISTO AWARDS SCHOLARSHIP TO LOWELL GIRL

Boston Chronicle

Miss Helen Wingood, daughter of Mr. and Mrs. Harold Wingood of Lowell, was awarded Aristo's $100 scholarship by Miss Teresa E. Lew, president, at exercises held at the League of Women for Community Service, 558 Mass. Ave., Boston, Sunday, June 11, at 3:30 P. M. A graduate of Lowell High School, Class of 1933, at the age of 16 years, Miss Wingood made an enviable scholastic record during her entire four years. As a result of her record, she was elected a member of the National Honor Society. Aside from winning scholastic acclaim, Miss Wingood was active in school athletics and community activities and was chosen Captain of the First Girls Regiment. She will matriculate at Boston University in the Fall. Boston Mass.

The Misses Gertrude V. Hadley, Gertrude Smith and Gladys J. Gray were members of the Scholarship Committee. 6-17-33

Miss Alberta M. Carrington was Mistress of Ceremonies. Following the singing of the Negro National Anthem, Miss Charlotte Parham, pianist, Miss Wilhelmena M. Crosson, founder of Aristo brought greetings and outlined the aims and ideals of the club. The Vincent Trio composed of Eliza-beth, Ruth and Cornelius Vincent of Roxbury played and Mrs. Ethel H. Smith, accompanied by Miss Annie Laurie Nicholson, rendered vocal selections.

The speakers of the afternoon were Ralph W. Robart, chairman, Cambridge School Committee and Board of Library Trustees, also Director of the Division on the Necessaries of Life State House, and Attorney John T. Lane, Clerk of the Juvenile Court. Mr. Robart gave a most interesting address on "The Evolution of Education", while Mr. Lane inspired his audience with an address on "Taking Advantage of Opportunities," especially as applied to colored youth.

Book Review prizes of $5.00 and $2.50 each were awarded by Mrs. Harriet B. Hall; first prize, Elwood McKenney of Roxbury for his review of "Brown America"; 2nd prize, Moorfield Price of Roxbury for his review of "Up from Slavery." Attorney William S. West and Rev. L. S. Laviscount served as judges with Mrs. Hall.

Essay prizes of $5.00 and $2.50 each were awarded by Mrs. Edna B. Goodell: 1st prize, George Bennett of Cambridge for his essay on "Frederick Douglass"; 2nd prize, Teresa I. Reddrick of Boston for her essay on "Booker T. Washington." Attorney Robert Green and Miss Gertrude Williams served as judges with Mrs. Goodell.

LINCOLN, NEB.
STAR

JUN 4 1933

RESISTANCE.

Two Negroes, a man in Chicago and a woman in Georgia, distinguished themselves by their heroic actions last week. Both displayed a determination and nobility of purpose that was highly commendable. Both could have wriggled out of the predicaments in which they found themselves without any effort or any considerable risk. Both refused to take this easy way out.

The man, James Arlington, was pursuing his humble occupation of mopping floors in a Chicago restaurant when a holdup entered. The chef and cashier both trembled and submitted in a docile manner to the holdup's domination. Arlington ignored him. He went ahead swinging his mop in as nonchalant a manner as he could command. When the robber became occupied with the contents of the cash register, Arlington edged up close and with one healthy swipe of his heavy, wet mop, floored the holdup, preserving him in a state of suspended animation until police arrived.

The woman was a maid in a Georgia home. When a kidnaper came for the little girl who had been placed in her charge, she boldly slammed the door in the man's face and fled with the child, climbed a wall and found safety in a neighbor's home.

Had either or both of these two people taken the course of least resistance, one or two more crimes would have been successfully carried thru by criminals of the United States. But neither did. Both resisted criminal efforts. Both acted quickly and with determination and decision.

The nation cannot help but be proud of these two citizens. More like them would make this nation a much more precarious hunting ground for criminals.

VA. STATE PROF. AWARDED HIGH DEGREE AT DREW

Gary Tribune

PETERSBURG, Va.—The Reverend Doctor John M. Ellison, research professor in Rural Sociology at Virginia State college, had the doctor of philosophy degree conferred upon hi mby Drew university at the recent commencement exercises of that institution.

After two years of study, part of which was done at Columbia university, and Union Theological seminary, as well as at Drew, Dr. Ellison now joins the ever-increasing army of teachers who have earned the highest academic degrees. 6-23-33

Receiving his early education at Virginia State college, and Virginia Union university, the learned professor has had a colorful and varied scholastic career which has taken him into some of the leading institutions of learning in the country. He graduated from Virginia Union university in 1917 receiving the degree of bachelor of arts in education. In 1926 he entered Oberlin college from which institution he earned both a bachelor's degree and a master's degree in religious education and philosophy. The remainder of Dr. Ellison's study was done at Drew, Columbia and Union Theological seminary.

For many years Dr. Ellison has been active in the educational and religious activities of the state, as a high school principal, church pastor, college religious director, and leader of the people. From 1917 to 1918 he was principal of Northern Neck Industrial Academy. Northumberland County Training school claimed his services from 1918 to 1926. During all these years he was at the same time pastor of Shiloh Baptist church, Northumberland county, and moderator of the Northern Neck Baptist association.

Coming to Virginia State college in 1927, Dr. Ellison has since served the institution as professor of sociology and philosophy, and director of religious activities.

In 1929, upon the recommendation of President John M. Gandy, he was appointed the staff of Virginia Polytechnic institute, as special assistant in rural sociology and research. In this capacity Dr. Ellison investigates social and economic conditions among Negroes in rural Virginia and releases his findings to the public through the Virginia Agricultural Experiment station. Funds for this phase of the work are provided by the federal government, through what is known as the Purnell act.

In connection with his work at Virginia Polytechnic institute, Dr. Ellison has released two bulletins, "The Negro Church in Rurual Virginia," and "Typical Rural Communities in Virginia." Both of these publications have been widely read. A third publication on "Negro Organization and Leadership in Relation to Rural Life in Virginia," will be released in the near future.

Of a large group of Virginia State college teachers, who have done advanced study in keeping with the policy of the administration to insist on constant improvement of the faculty, Dr. Ellison is the first to receive the doctorate degree. Others who are approaching the coveted degree, most of whom have passed the preliminary examinations and spent a year or more in study beyond the master's degree, are the folowing:

James Hugo Johnston, A. B., A. M., history, University of Chicago; director of the division of arts sciences, and professor of history.

Edna Meade Colson, A. B., A. M., B. S., M A, education; advanced study, Columbia university; director of division of education and professor of education.

Hermanize Edwin Fauntleroy, B. S., M. E., industrial education, Purdue university, director of division of mechanic arts and professor of industrial education.

Luther Porter Jackson, A. B., A. M., history, advanced study, history, Chicago university; head of social science unit and professor of history.

John McNeil Hunter, S. B., M. S., physics, advanced study, physics, Cornell university; head of science-mathematics unit and professor of physics.

Rose Butler rBown, Ed. B., Ed. M., education, advanced study, Harvard university; head of department of extension service for teachers and professor of education.

Ella Louise Hunter, A. B., Ed. M., mathematics, advanced study, Harvard university and University of Michigan; acting chairman of mathematics department and associate professor of mathematics.

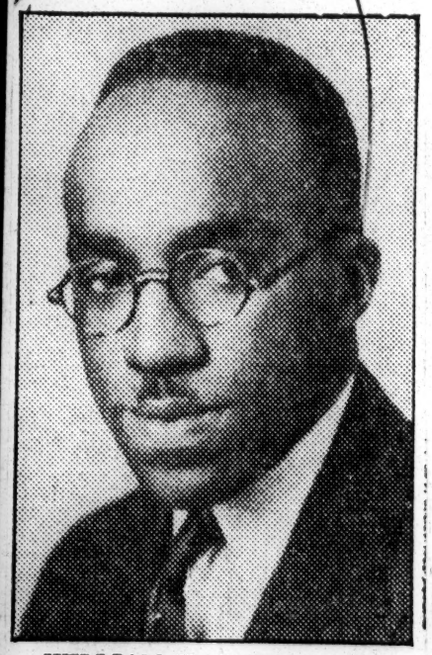
Therese Byra Wilson, A. B., M. A., English, advanced study at University of Pittsburgh; associate professor English.

Orleani Reid, Jr., B. S. A., M. S, agricultural economics, advanced study, Cornell university; instructor of agricultural economics.

Education – 1933

· Scholarship and Other Distinctions.

Oberlin College Theolog and Class President



WILLIAM E. CARRINGTON

senior at Oberlin Graduate School of Theology, Oberlin, Ohio, who shares equally with two white classmates the "Monroe Scholarship," the highest annual award of the school. The scholarship makes possible another year of advance work in theology. Carrington received his A.B. degree with honors from Livingstone College in 1930. The John F. Slater Foundation at that time awarded him a three-year fellowship for graduate study in theology at a northern seminary. On June 6 he will receive both his master of arts and his bachelor of divinity degrees from Oberlin, having qualified for the two degrees in three years of study. For each of these three years he has received merit awards as an honor student at Oberlin and now serves his second term as class president.

His application for admittance at Union Theological Seminary in New York City for his awarded year of study has already been accepted.

Thesis Printed

PROF. D. A. EDWARDS,

Temporary head of the department of physics of Lincoln university (Missouri), who received reprints from his master's thesis which appeared in Zeitschrift fur Krystallographie, a publication of Leipzig, Germany. His problem of determining the complete crystal structure of potassium nitrate was done at the University of Chicago.

WINS FIRST PRIZE IN ESSAY CONTEST

Miss Beatrice Hamilton, student of Austin Cate Academy, won first prize in the National Prize Essay Contest conducted by the Home Makers Educational Source of New York. The first prize of $50 was awarded to Miss Hamilton; the second prize went to a young lady in Iowa and third prize to a girl in Georgia. The title of Miss Hamilton's essay was "How My Home Economics Education Helps the Home."

Miss Hamilton's home is in North Attleboro, Mass.

Dr. Lealtad Is Honored

ST. PAUL, Minn., June 1.—An informal reception was given in the Guild Room of S. Philips Church in honor of Cotherine Deaver Lealtad, M.D., daughter of Rev. Alfred H. Lealtad, rector of S. Philips. In 1927, Miss Lealtad left for Europe, going first to Dijon for French, then to the University of Lyons for three years and from there to Paris for three years. She worked during one summer in Czerny's Polyclinic for children in the Charity Hospital in Berlin. This spring she presented her doctors thesis on Hand-Schuller-Christian's disease a' propos of the first two cases of this disease in French medical history.

Mrs. Caroline Montjoy Jones sponsored the reception and presented, on behalf of herself and others, a fine professional bag and struments. Miss Leadtad expressed her thanks and spoke of some of her experiences during the six summer vacations spent in England, Denmark, Germany, Austria-Hungary, Italy, Spain, Norway and Sweden.

Miss Lealtad is an unusually charming, beautiful young woman in whose success the people of St. Paul feel justly proud. It was here shle grew up and received her early education, being an honor graduate (class valedictorian) of Mechanic Art High School; also honor graduate (cum laude) of Macalester College.

Winston-Salem N. C. Sentinel
May 25, 1933

Honor Old Darky

"DR." TOM JEFFRIES

Wake Forest.—The ghost of "Dr." Tom Jeffries, known to thousands of Wake Forest alumni for his faithfulness and quaint sayings, will walk the college campus again next week at commencement when a bronze tablet in his memory will be unveiled. The ceremony will occur at 5 o'clock, Wednesday May 31.

The marker, 14 by 24 inches, will be placed in a pillar at the south entrance to the campus. It will bear in bas-relief the face of "Dr." Tom and the following inscription written by President Emeritus William Louis Poteat, "Dr. Tom Jeffries, 1850-1927; janitor, Wake Forest College, 1880-1927. His monument: These stones, these trees. Erected, 1933, by the Alumni." The tablet was designed by J. Hampton Rich, Winston-Salem alumnus of the class of 1898.

The old darky was born in Virginia, and, in his own words, "came to North Carolina for de skillory of education." Serving as janitor for over half a century, he helped Dr. Charles E. Taylor set out the magnificent trees and shrubs which now cover the Wake Forest campus. "I furnished de wuk, and de doctor furnished de artery and skillery," were the words "Dr." Tom used. He also laid the stone wall which surrounds the campus.

The work done by Tom recently received high praise when the chief architect employed by John D. Rockefeller to restore Williamsburg, Virginia, and William and Mary College to the colonial appearance, said of the Wake Forest campus, "I would thank God I had it. The man who placed those trees should have a crown."

Tom's "Pep Meeting" speeches before many Old Gold and Black Big Five fracases brough him in enough loose-change collection to build a seven-room house in which his third wife now lives.

His loyalty to the college is reflected in his statement, "Wake Forest is de greatest skillery of education in de world, and never has succeeded in turning out a man wut we is ashamed of."

To Study Abroad

DR. ALDRICH R. BURTON

Who sailed for Europe last week. He will study in Vienna under a grant from the Carl Schurz Memorial Foundation. He was accompanied by Mrs. Burton.

DR. JOHN M. ELLISON

Negroes Are Well Represented As Harvard, Other New England Schools. Graduate Thousands

Wellesley, Williams, Bates, Boston University, Amherst, Radcliffe, Brown, Tufts and Other Schools Give Degrees to Race Students.

BOSTON, Mass., June 22—A large number of Negroes were among the thousands upon whom degrees were conferred at the various commencement exercises, held last week at the New England Colleges. Of these many were distinguished by receiving outstanding honors. The race was well represented at Harvard, the oldest college in the United States.

Harvard

B. S. in Engineering—

Charles H. Bruce, of Somerville, Mass., who was awarded several University scholarships, because of marked excellence in his studies.

M. A.—

Joseph Jenkins of Washington, D. C., who was graduated from Hamilton College in 1928, where he was elected to Phi Beta Kappa.

William E. Harrison, of Boston, Mass., Harvard A. B., '32, who continued the scholarly work which he began as an undergraduate, when he established for himself a reputation in English by winning the Bowdin and Ruskin prizes for essays in his field of concentration.

Frank M. Snowden, Jr., of Boston, Mass., Harvard '32, who pursued graduate studies in the Classics and maintained a scholastic average equalling that of his undergraduate record. While at Harvard, Snowden won the Bowdoin prize for attainment in the Classics and was awarded four university scholarships.

M. B. A.—

H. Naylor Fitzhugh, of Washington, D. C., Harvard, '30.

LL. M.—

William Hastie, of Washington, D. C., who received his LL. B from the Harvard Law School, where he won the distinction of being elected to the Harvard Law Review, one of the most coveted honors awarded at that institution. Mr. Hastie is a graduate of Amherst, where he was president of Phi Beta Kappa.

LL. B.—

John Davis, of Washington, D. C., who is a graduate of Bates College.

At Harvard there were several students who were working on their doctorates. Among these were the following: William Dean, Jr., of Baltimore, Md., recently appointed Professor of Economics at Atlanta University; Booker T. McGraw of Chicago, Ill., and R. Clifton Weaver of Washington, D. C., all of whom have spent the year preparing their theses for the doctorates in Economics.

Wellesley

A. B.—

Enid Lucas of Atlantic City, who was awarded a graduate fellowship to continue her studies in German. Miss Lucas plans to spend the summer in Germany.

Charlotte Crawford of New Haven, Conn.

Mass. Institute of Technology

M. S.—

Erskine G. Roberts of Boston, Mass., who is a graduate of Northeastern University.

Williams College

A. B.—

John A. Davis, of Washington, D. C., who, following in the footsteps of his brother Allison, was elected to Phi Beta Kappa.

Boston University

M. A.—

George W. Goodman, of Hartford, Conn., who is now executive secretary of the Boston Urban League.

William H. Robinson.

Joshua O. Williams.

Wilbur A. Henderson.

Kelly L. Jackson.

Pritchett A. Klugh, who received his A. B. from Harvard.

A. B.—

Evelyn (nee Johnson) Cardozo.

Ed. M.—Margaret (nee Dorsey) Cartwright.

Olive N. Denniston.

LL. B.—

Gregory Hawkins, of Baltimore Md., who received his A. B. from Columbia.

John H. Pope of Knoxville, Tennessee.

B. B. A.—

Robert E. McKee.

Bates College

A. B.—

Robert A. Johnson, of Cambridge, Mass.

Reynolds E. Burch, of Lewiston, Maine.

Marjorie R. Arlington, also of the Pine Tree State.

Tufts College

B. S. in Engineering—

Joseph Walker of Cleveland, who was ranking scholar in his class and captain of the College Tennis team.

Amherst College

A. B.—

James A. Curtis, of Newark, New Jersey.

Radcliffe College

A. B.—

Eugenia Alexander of Boston, Mass., who was graduated "Cum Laude."

Mass. College of Pharmacy

Phm. G.—

Clifford A. Crawford, of Malden, Mass.

University of Vermont

A. B.—

Frederick J. Douglass 3rd, of Washington, D. C., also an outstanding athlete.

Simmons College

B. S.—

Dorothy G. Williams, of Madison, Conn., who concentrated in library science.

Dorothy B. Fassitt, of Boston, Mass. (Social Work).

Pembroke College

A. B.—

Suzanne G. Payne, of Washington, D. C.

Brown University

A. M.—

Shealey O. Roberts.

Boston Teachers College

Ed. M.—

Edith Foster.

Inez Miller.

B. S.—Rosamond Campall.

Yale Divinity School

Edward G. Carroll.

Josephus R. Coan.

Int'l Y. M. C. A. College

Ernest A. Lawson.

Rudolph G. Wheeler.

Education - 1933.

Scholarship and Other Distinctions.

NEGRO WOMEN WHO HAVE RECEIVED MASTER'S DEGREE IN HOME ECONOMICS

List of women of the Negro race who have received the masters degree in home economics from reputable American Colleges and Universities as compiled in January, 1933 by President John W. Davis of West Virginia State College, Institute, West Virginia. Three of these women are natives of Georgia.

Helen D. Brown, of the District of Columbia, graduate of Howard University, awarded masters degree in home economics at Columbia Universityy, '29; present address, Armstrong High School, Washington, D. C.

Marcia Canty, of West Virginia, graduate of West Vriginia State College, awarded masters degree at Columbia University, '31; present address, Lincoln University, Jefferson City, Mo.

Edmonia W. Grider of Tennessee, graduate of West Virginia State College, awarded masters degree at University of Chicago '30; present address, W. Va., State College, Institute, W. Va.

Ednora P. Cooper, of West Virginia, graduate of Ohio State University, awarded masters degree at Columbia Universtiy, '29; present address, Hampton Institute, Hampton Va.

Mae B. Arrington, of Texas, graduate of Prairie View College, awarded masters degree at Iowa State College, '31; present address, W. Va. State College, Institute, W. Va.

Dorothy I. Miller, of North Carolina, graduate of Fisk University, awarded masters degree at Columbia University, '26; present address W. Va., State College, Institute, W. Va.

Julia Skinner of Oklahoma, grad- of Columbia University and awarded masters degree at Columbia University, '29; present address, Bluefield State Teachers College, Bluefield, Va.

Alice Harris, of the District of Columbia, graduate of Temple University, awarded masters degree at Columbia University, '29; present address, Lincoln University, Jefferson City, Mo.

Esther Tate Holley of Michigan, graduate of Michigan State College, awarded masters degree at Columbia University, '29 present address, Georgia Normal College, Albany, Ga.

Elberta J. Ervin of Tennessee, graduate of Columbia University awarded masters degree at Columbia University, '32; present address, Georgia Normal College, Albany, Ga.

Grace Mae Sullivan of Kentucky, graduate of Hampton Institute, awarded masters degree at Iowa State College, '32; present address, Kentucky State College, Frankfort, Ky.

Eluora Owens of Virginia, graduate of Virginia State Collgee, awarded master's degree at Iowa State College, '32; present address, Virginia State College, Petersburg, Va.

Addie Lee Ross of Mississippi, graduate of Alcorn College, awarded master's degree at Iowa State College, '32; present address, Alcorn College, Alcorn, Mississippi.

F. Marion Reid of Massachusetts, graduate of Simmons, awarded master's degree at Columbia University, '29; present address, Douglas High School, Baltimore, Md.

C. L. Winslow Luck of Virginia, graduate of Howard University, awarded master's degree at Columbia University, '29; present address, Danville, Va.

Ethel Roberson of Ohio, graduate of Ohio State University, awarded master's degree at Columbia University, '31; present address at Howard University, Washington, D. C.

Madeline W. Kirkland of New York, graduate of Pratt and Howard University, awarded master's degree at Columbia University, '31; present address, Howard University, Washington, D. C.

M. E. V. Hunter of Alabama, graduate of Prairie View College, awarded master's degree at Iowa State College, '31; present address, Virginia State College, Petersburg, Va.

Essie J. Anderson of Kansas, graduate of Kansas State Agricultural College, awarded master's degree at Kansas University, '29; present address, Prairie View College, Prairie View, Texas.

C. L. White of Kansas, graduate of University of Nebraska, awarded master's degree at Columbia University, '31; present address, Virginia State College, Petersburg, Va.

Geneva C. Peters of Texas, graduate of Prairie View College, awarded master's degree at Iowa State College, '31; present address Prairie View College, Prairie View, Texas.

Diana S. Dent of North Carolina, graduate of Columbia University, awarded master's degree at Columbia University, '32; present address at Prairie View College, Prairie View, Texas.

Hattie Fisher of Virginia, graduate of Pratt, awarded master's degree at Columbia University, '32 present address, Tillistown College Austin, Texas.

Sadie Elliott of Maryland, graduate of Columbia University awarded master's degree at Columbia University, '27; present address at Tuskegee Institute, Tuskegee, Ala.

Edwina Wright of Georgia, graduate of Pratt University, Penn., awarded master's degree at Columbia University, '25; present address, St. Louis Public School, St. Louis, Mo.

Motia L. Sims, of Georgia, graduate of Fisk University, awarded master's degree at Columbia University, 30; present address Tuskegee Institute, Tuskegee, Ala.

N. D. Wright Weaver of Florida, graduate of Kansas University, awarded master's degree at Columbia University, '30; present address, A. and T. College, Greensboro, N. C.

E. P. Kittrell of North Carolina, graduate of Hampton Institute, awarded master's degree at Cornell University, '30; present address, Bennett College, Greensboro, N. C.

Myrtle T. Hayes of South Carolina, graduate of Cornell University, awarded master's degree at Columbia University, '30; present address, 23 W. 17th street, New York city.

Phillis Thrift of Virginia, graduate of Virginia State College, awarded master's degree at Columbia, Arkansas State College, Pine Bluff, Ark.

Myrtle H. Michaels of Mississippi, graduate of Iowa University, awarded master's degree at Columbia University, '30; present address, Webster Groves, Mo.

Helen Tyler of Texas, graduate of Howard University, awarded master's degree at Columbia University; present address, Howard University, Washington, D. C.

Ethel Alice Griggs of Texas, graduate of Bishop and Simmons, awarded master's degree at Kansas State College, '31; present address, Florida A. and M. College, Tallahassee, Fla.

Willie L. Ross of Georgia, graduate of Spelman College, awarded masters degree at Columbia University, '32; present address, Winston-Salem Teachers College, Winston-Salem, N. C.

Lucy C. Barrow of Virginia, graduate of Hampton Institute, awarded master's degree at Cornell University, '32; present address, Philander Smith College, Little Rock, Ark.

[illegible] of Tennessee, graduate of State Teachers College, Terre Haute, Ind., awarded master's degree at Columbia University, '31; present address, Tennessee State College, Nashville, Tenn.

Sadie L. [illegible] of Virginia graduate of Columbia University awarded master's degree at Columbia University, '27; present address, Roosevelt High School, New York city.

Bettie E. Cerbana of North Carolina, graduate of Shaw University, awarded master's degree at Columbia, '31; present address, Shaw University, Raleigh, N. C.

Eunice P. Canada of Ohio, graduate of Ohio State University, awarded master's degree at Ohio State University, '27; present address, Chillicothe, Ohio.

Edie Lee K. Hampton, of Missouri, graduate of Kansas State College, awarded master's degree at University of Southern California, '32; present address, El Centro.

Mayme L. Powell of North Carolina, graduate of Hampton Institute, awarded master's degree at Cornell University, '31; present address, Prairie View State College Prairie View, Texas.

41 RACE WOMEN HOLD M. A.'s IN HOME ECONOMICS

Courier
3-4-33

(Special to The Pittsburgh Courier)

INSTITUTE, W. Va., Mar. 2—President John W. Davis of West Virginia State College has just completed a second tabulation of colored women who have received the "Master's Degree in Home Economicss" from reputable American colleges and universities, and finds 41 now hold this degree, where only six held it four years ago.

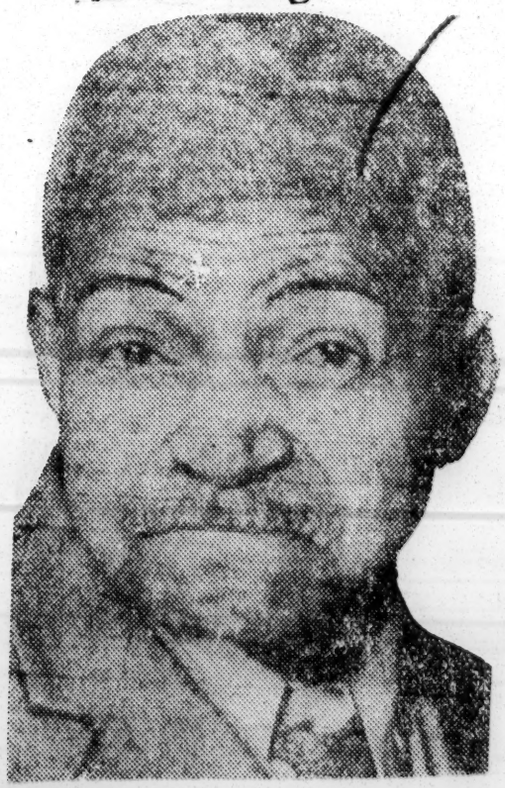
Columbia University awarded 27 of these degrees, Iowa State College 6, University of Chicago 1, Kansas State College 1, University of Kansas 1, Cornell University 3, Ohio State University 1 and University of Southern California 1.

Over a period of seven years, the graduates received their degrees as follows: Two in '25, [illegible] in '26, 2 in '27, none in '28, 7 in '29, 8 in '30, 11 and '31 and 9 in '32.

Classmate of Wm. Taft at Yale Destitute

EDWARD E. REED, 80, graduate of Yale in the class of 1878 along with the late President Taft, and first Negro teacher in Baltimore, was admitted to the A. M. E. Home for Aged last week. Jobless and broke, he was discovered by the Co-operative Publishers' representative in one of the municipal shelters.

Amsterdam News
2-1-33



Taft's Classmate

EDWARD E. REED

Eighty, graduate from Yale in the class of 1878, and first Baltimore City teacher, who was admitted to the A. M. E. Home for Aged, Baltimore, Md. This week jobless and broke, he was discovered in one of the municipal shelters.
—Cooperative News Ph

3-1-33 Philadelphia

BROOKLYN CITIZEN

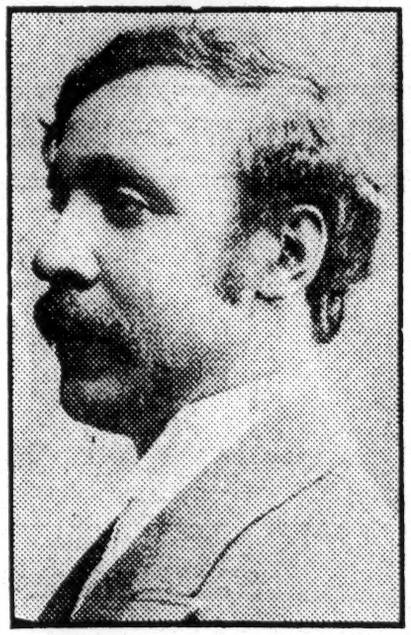
MAR 1 1933

George E. Wibecan, Negro Leader, Begins His 46th Year of Service In Post Office Department Here

George E. Wibecan, prominent Negro leader in civic, fraternal and political affairs, begins his 46th year of service in the Brooklyn postoffice to-day.

It was forty-five years ago, on Feb. 14, 1888 that Wibecan began his career in the postal service as a messenger boy. The late Joseph C. Hendricks, postmaster at the time, found Wibecan a job there after listening to the popular negro deliver the valedictory address in his high school graduation class. Hendricks was of the opinion that young Wibecan would make a useful citizen.

Apparently that opinion was justified. Since those early days when all the offices of the postoffice were located on one floor in the old Brooklyn Federal Building, Wibecan rose through the ranks to become foreman of the Inquiry Department.



GEORGE E. WIBECAN

Active Worker

Not content with achieving an executive capacity in his business, he allied himself with numerous civic, fraternal and patriotic movements. He became head of the I. B. P. O. E., colored Elks' organization. He headed the Citizens' Club, was chairman of the Frederick Douglass Community Center and Forum, chairman of the Federation of Colored Organizations of Brooklyn and Long Island, honorary member of the Sons of North Carolina, member of the executive committee of the [illegible]nal Association for the Advancement of Colored People, and member of the board of governors of the Sixth A. D. Republican Committee.

Wibecan's life has been an active [illegible] of fighting for the privileges the Constitution gives his race. Numerous times during his public career he organized mass meetings to protest injustices to colored folk and once his denunciation of the restraints imposed upon Negroes in the South nearly cost him his postoffice position at the hands of demagogue Congressmen. The legislators attempted to have Wibecan discharged for attacking their measures.

Deserts G. O. P.

Although a loyal member of the Republican party until recently, when he devoted his energies to the "New Deal," he supported County Judge John J. Fitzgerald for the Supreme Court some years ago when Fitzgerald ran for that post. In so doing, Wibecan was paying a debt for his people. As Congressman Judge Fitzgerald's vote in Washington had been responsible for the defeat of prejudicial "Jim Crow" measures introduced for prospective law-making.

Wibecan's activities brought him wide acclaim on May 9, 1928, when several thousand persons crowded the Academy of Music at a testimonial mass meeting in his honor. The honorary committee that sponsored the meeting included justices of the Supreme Court, Borough Presidents, Congressmen, clergy, and prominent men in every business and profession.

Wibecan is married and lives at No. 434 Pulaski street. He has four children. Two, Mildred and Eleanor, are school teachers in Brooklyn. George Edwin Jr., is a successful radio engineer and planner of the first radio broadcast of a sporting event ever offered to the public. Kenneth Wibecan the other son, is well-known in scholastic circles and is at present employed in the New York State Finance Department.

Education—1933

Scholarship and Other Distinctions.

Only 15 Have Masters' Degrees in Physical Ed

By JOHN W. DAVIS,
President, W. State College

INSTITUTE, W. Va. —List of 15 persons who have received the "Master's Degree in Physical Education" from reputable American Colleges and Universities as compiled in January, 1933, is as follows:

Name, native state, under-graduate college and year, college or university awarding master's degree in physical education and year, present address, location or position, respectively.

C. H. WILLIAMS, Ky., Hampton, '09; Harvard, '12; Springfield, '24; Harvard, '30; Hampton Institute.

Wm. H. KINDLE, Tenn., Fisk, '14, International Y.M.C.A. College, '16, Springfield '29; Talladega College, Ala.

J. H. BURR, Mass.; Springfield, '23; Springfield, '30; Howard U., D.C.

A. W. ELLIS, Alabama; Morehouse, '29; Springfield, '31; Morehouse, Atlanta.

M. W. GREENE, Ohio; Springfield, '29; Springfield, '30; Wilberforce U., Ohio.

C. C. HAWKINS, Georgia; Morehouse '29; Springfield, '31; W.Va. State College.

G. D. BROCK, Georgia; Morehouse, '17; Harvard, '30; W.Va. State College.

H. D. MARTIN, Mass.; Norwich University, '26; N.Y. University, '30; Miner Teachers' College, Washington, D.C.

C. W. DAVIS, Conn.; Chicago U., '27; Springfield, '22 (Dip.); Columbia, '32; Howard U., Washington, D.C.

VIOLET W. WARFIELD, D.C.; Brown University, '25; Sargent, '27 (Dip.); Columbia, '31; Howard U., Washington, D.C.

LULA L. WILKINSON, South Carolina; Oberlin, '31; New York University, '32; Howard U., Washington, D.C.

PERRY L. JACOBS, Maryland; Lincoln University, Pa., '12; Columbia, '32; Phy. Edu. Division, Sr. H.S., Washington, D.C.

W. E. GRIFFIN, Pennsylvania; Temple, '22; Temple, '28; Johnson C. Smith U.

H. N. JOHNSON, West Virginia; West Virginia State College, '28; New York University, '32; Winston-Salem (N. C.) Teachers' College.

GLADYS JAMISON, New Jersey; Howard, '28; Columbia, '31; Ky. State College, Frankfort, Ky.

JOSEPH WALKER
Head of Tufts College Graduating Class

Heads Tufts' Seniors

JOSEPH WALKER LEADS WHITES IN CLASSES—CAPTAIN OF TENNIS TEAM ALSO

Working his way up from the shoe shine shops of Columbus, O., Joe Walker has at last attained his boyhood ambition; that of graduating with the highest honors from a college of high standing. Joe will graduate this coming June from Tufts College where he stands at the top of the entire class.

When interviewed Joe wouldn't say much about himself, as he is a conservative lad, but here is a boy that started from rock-bottom without a dime and worked his way through college, by pounding a piano. He is known as the "Cab Calloway" of Tufts College.

Joe's interests are not wholly confined to working and studying as he devotes a good part of his time to sports. He is the captain of the tennis team this year and while still a boy in Columbus High School he captured the city championship.

Having succeeded in his first step of his career, there remains still another great project for him to accomplish. He is planning to go to Liberia after his graduation, and modernize it with the engineering knowledge that it so sorely needs. Structural concrete work is what Joe is planning to inaugurate there and will migrate there as soon after graduating as he can.

SPENT MONTH IN W. AFRICA

WASHINGTON.—Assistant Professor Ralph J. Bunche, acting head of the department of political science at Howard University, returned last Wednesday from a nine months' tour of Paris, London, Geneva, and West Africa. Mr. Bunche was under a Rosenwald fellowship.

Material obtained in this investigation will be analyzed and compiled in connection with his doctor's dessertation at Howard University in the department of government, all other requirements for the degree having been completed.

The trip to Africa included Togoland, where Mr. Bunche spent more than a month, from which base he made a 700-mile trip into the interior, visiting schools, hospitals, dispensaries, observing agricultural developments, working and living conditions among the natives.

Down in Dahomey

He next visited Dahomey, ancient kingdom of Benhanzin, and Abomey, where he visited the shrine of Benhanzin. Within an hour after he had crossed from Algiers into Marseilles, Mr. Bunche had the good fortune to run into Dr. Anson Phelps Stokes, canon of the Washington Cathedral.

After two weeks in Nigeria, Professor Bunche went to Accra, Gold Coast, and Takoradi, and thence to Sierra Leone, Conakry, French Guinea, Dakar, Senegal, and to Casablanca, Morocco.

Mr. Bunche, who was innoculated against typhoid, diphtheria, and smallpox by Dr. H. A. Poindexter, specialist in tropical diseases at Howard University School of Medicine, enjoyed excellent health during his tours through north and west Africa.

The tour was made by boat and automobile, the latter being driven by natives. The only language necessary for the trip were French and English. Mr. Bunche saw many antelopes, deer, an abundance of monkeys, and a variety of fowl, but no vicious animals.

Stayed in Paris

Mrs. Bunche and Joan, their fourteen-month-old daughter, remained in Paris while Mr. Bunche made his tour in Africa. Mr. Bunche will resume work at Howard University beginning the spring quarter.

DR. ALBERT BECKHAM ELECTED TO SCIENTIFIC SOCIETY

CHICAGO—At the recent meeting of the American Orthopsychiatric Association in New York, Dr. Albert S. Beckham, psychologist at the Institute for Juvenile Research here, was elected to membership.

This association is a national body of highly trained psychiatrists, psychologists, pediatricians, psychiatric social workers, recreational experts and other scientific persons who are engaged in the study of children, particularly problem children. These scientists are interested in reconstructing the behavior of problem youth.

General scientific papers were read and quite a number of research studies were presented at the New York meeting that dealt with newer findings in the various behavior clinics and hospitals. The association is interested not only in diagnosing the difficulties of youth but in treatment as well.

Dr. Beckham has made several studies concerning problem colored children. He is also conducting a project on the scientific treatment of problem boys and girls in one of the Chicago junior high schools. The project includes children of all nationality groups.

Membership in the American Orthopsychiatric Association is strictly limited to scientists and soocial experts in this field as clinicians or research workers.

Dr. Beckham was formerly a member of the faculty of Howard University.

GETS PH.D.

W. SHERMAN SAVAGE

Head of the Department of History, Lincoln University, Jefferson City, Mo., who successfully passed the general examination in Ohio State University recently and was promoted to the candidacy for the doctor's degree in history.

UNDERCONSERVATOR

W. H. C. Brown, President of the Institution, Rer ains in Control

Thirteen Washington Banl Safeguarded Man Departme

Now Running Under Such gement; Treasury Explains

Thirty-three of the Washington banks are now opened—twenty licensed and thirteen under conservators.

The last call on December 31 showed total deposits in all banks of the city of $255,194,596. The twenty licensed banks had $202,849,145; the thirteen conservator banks had $52,345,451, that is, about twenty per cent of the deposits of the District are in thirteen banks now operating under conservators.

W. H. C. Brown, president of the Industrial Savings Bank, has been appointed conservator of the Industrial Bank.

Confidence in Conservators

An article in the Daily press from a high financial source, said:

"The confidence of Treasury Department officials in the administrative ability of District bank executives was reflected in the selection of the men who will act as conservators of the banks which have not yet been licensed."

Secretary of the Treasury Woodin said:

"It is for the purpose of insuring that the banks will be put in apple-pie order, pending reorganization or other necessary processes that conservators in many cases are named.

"Moreover, this method makes it possible that the bank so circumstanced will be able to continue to render service, as, for example, the receiving of deposits to be segregated and kept in cash or invested in Government bonds and such like securities. It also enables the conservator to set aside and make available for withdrawal by depositors and payment to other creditors on a ratable basis such amounts as in his opinion is safe to use for this purpose."

Duties Are Two-Fold

The immediate effect of the placement of the thirteen institutions in conservatorships will be to freeze all assets.

Then the conservators begin their work. Their primary duties are two-fold. They are:

1. To protect to the utmost the interest of depositors.
2. To reor and to restore those banks wh are basically sound, but whose assets are tem-

Retires

After 64 Years of Service; Edward Savoy Honored by President

By Laurence J. W. Hayes

Edward A. Savoy, 77-year-old colored doorkeeper of the Secretary of State, was received at the White House Saturday morning by President Roosevelt who personally expressed his appreciation of the service rendered by Mr. Savoy, during his sixty-four years of continuous service and his wishes for a happy spending of the remainder of his life.

Mr. Savoy began his career in the State Department in 1869 when Elihu B. Washburne was secretary. He served as messenger to the Paris Peace Conference of 1898, was appointed chief messenger of the Department of State in 1901, was appointed a clerk (class one) by executive order in 1915, and clerk (class two) in 1921. However, he continued to act as doorkeeper.

Savoy was retired on August 31, 1931, while receiving $1620 a year. His retirement pay is $98 a month. Secretary Stimson, however, saw fit to pay from his own pocket the additional $35 monthly to retain the man who is known the world over as a master tactician who has developed "a technique of service at a most difficult crossroads of official traffic."

The President ordered a White House car to the State Department to convey Mr. Savoy to the White House and, after the conference with the President, he was conveyed to his home.

Ranked as Clerk

Mr. Savoy was the proud recipient of a beautiful and comfortable armchair, a presentation from the colored messengers of the State Department. He was the only colored person who ranked as a clerk in the Department but only a small percentage of the colored personnel knew that.

His co-workers also presented him with a bouquet of red and white carnations. In addition to that, employees of the department presented him with a well filled purse.

It was a memorable day for Mr Savoy last Saturday, and the writer agrees with the editorial writer of the Evening Star who wrote:

"It was fitting that honor should be paid to this faithful servant of the nation on the occasion of his retirement. It was particularly appropriate that President Roosevelt should send an official car to bring him to the White House and express personally his appreciation of the service rendered during this long period and his wishes for a happy retirement in the evening of his life.

"Such tributes are not too great for so long and so useful a career, however humble the station that has been occupied."

Mr. Savoy lives at 503 Twenty-fourth Street, Northeast.

Mr. Savoy is the father of six children, three of whom are living; they are A. Kiger Savoy, assistant superintendent of the public schools of Washington, Mrs. Edith Savoy Morgan, teacher in the Burrville public school, and Dr. Sevellon Savoy, a practising dentist here. There are four grandchildren.

James A. Jackson Returns to Desk After Brief Illness

James A. Jackson, business specialist in the Department of

Washington at Random

by

George T. Waugh

STREET SCENE

It was one of those beautiful pre-spring days, birds atwittering tweet, tweet, (I think that's how birds twitter). Well, anyway, it was Thursday, the day that sisters of the culinary arts take off to do the blocks. Minnie, not Minnie the Moocher, but Minnie of "Shimmy for Me" fame had shaken the dust of the kitchen from her anatomy and was mooching along down U Street. And did she mooch? "I'm sorry, Mister."

As she passed a pool-room along the street she was gleefully aware of the impression she made upon the louts who idled about, but she paid no mind to their cat-calls: "I say it, sister"—Hot scronch"—

Honor Student

W. Thomas Carter, a senior at the University of Michigan, who has recently been elected to Phi Kappa Phi, national honorary society, to which are elected members who rank scholastically in the upper ten per cent of the graduating class and have rendered distinctive services to the institution. The society has chapters at all of the leading white colleges and universities.

Mr. Carter the fourth colored student elected by the Michigan chapter and the first in the last two years, is a graduate of Washington High School, Norfolk, Va. He is better known in Norfolk as Thomas Rogers, but now uses the family name of his adopted parent.

Education

Scholarship and Other Distinctions.

FORMER KANSAN WINS SHORT STORY CONTEST IN NEW YORK

Kansas City Call 1-7-33

EL DORADO, Kas.—(ANP)—A short story written by Morrell E Davis, a former citizen of El Dorado, now a member of the Crime Prevention bureau of the New York city police department, won first prize in a contest conducted recently by the bureau.

Kansas City Call

The story entitled, "The Tip-Off," was chosen as the best entry among thousands submitted. It was considered of such high literary value that it was published in the November, 1932, issue of "Spring 1300", a magazine published monthly by the police department.

Patrolman Davis was reared and educated here. He was graduated from the El Dorado high school in 1914. From here he went to Howard university, where he matriculated one year. He then joined the police force of New York

H. U. PROFESSOR GIVEN PH.D.

Pittsburgh Courier 1-7-33

WASHINGTON, D.C.—On the basis of study of parasitology at the School of Tropical Medicine in Puerto Rico during the past summer, Dr. H. A. Poindexter, assistant professor of bacteriology, preventive medicine and public health on the faculty of the School of Medicine of Howard University, has just received the degree of doctor of philosophy from Columbia University.

The work of Dr. Poindexter was done under a grant for this purpose by the General Education Board.

Dr. Poindexter is a graduate of Lincoln University, studied medicine at Dartmouth Medical School two years, and graduated in medicine at the Harvard University School of Medicine in 1929. He spent two years in graduate work in the Department of Bacteriology and Public Health at Columbia University.

In 1932 he was appointed assistant professor on the faculty of the School of Medicine

Poindexter

Titus Alexander Given Award for Outstanding Civic Service in 1932

Kansas City Call

The Sentinel

FOR outstanding civic achievement, Titus Alexander, Business Agent's division employee, was presented the annual award of the Los Angeles Fellowship League at a breakfast meeting December 18 attended by more than 600 guests.

January, 1933

The award was a handsome gold watch and plaque, inscribed with the words: "Unity, Tolerance, Charity—Fellowship League award presented to Titus Alexander for the outstanding service rendered to the civic growth and welfare of Los Angeles by a member of the Colored Race in 1932."

Titus

Alexander has been active for years among his race and was chairman of the colored citizens entertainment committee appointed by the Chamber of Commerce to act as official hosts to colored athletes competing in the Olympic Games. He is also a member of the Fellowship League executive committee.

Dr. A. J. Booker made the award presentation at the ceremonies which included talks by Representative-elect Thomas F. Ford, now councilman from the Tenth district, and Samuel A. Lindauer. John W. Baumgartner, president of the Board of Water and Power Commissioners and Burdett Moody, Business Agent for the Power Bureau, attended the event to see one of their organization receive public recognition for meritorious achievements.

Alexander's associates in the Department, knowing his sincerity, kindliness, good nature and ability, were gratified by the League selection. Added importance is attached to the fact that this is the first of what will be a significant annual event among Los Angeles colored citizens. Alexander has been employed by the Department five years.

Secures Ph. D. Degree

Washington, Jan.--On the basis of study of Parasitology at the School of Tropical Medicine in Puerto Rico during the past summer, Dr. H. A. Poindexter, assistant professor of bacteriology, preventive medicine and public health, on the faculty of the School of Medicine of Howard University, has just received the degree of doctor of philosophy from Columbia University

St. Louis Argus
St. Louis, Missouri
1-13-33.

GOT PH. D. DEGREE WITH HIGH HONORS WAY BACK IN 1889

1-27-33

INSTITUTE, W. Va., Jan. — (ANP) Harry W. Greene of West Virginia State college reports another holder of the Ph. D. degree. The discovery was made after the publication of this School and Society Article in April 1932. The recipient of the degree is Dr. A. O. Coffin who resides in Langston, Oklahoma. There are some interesting facts in connection with this particular doctorate.

Was First In Biology

Mr. Coffin was awarded the degree of Doctor of Philosophy from Illinois Wesleyan university in 1889, and according to available records is the third Negro to hold such degree from ony American or foreign university. Documental evidence upon which Professor Greene bases his report shows that this colored man passed his final examination for the doctorate with a grade of 97 and ranked number 3 in his group for scholarly excellence. His doctor's dissertation was "The origin of the Mound-Builders" and for its preparation he traveled for several months in Old Mexico. He is the first Ph. D. in the field of Biology and is reported to have written a textbook in Botany.

He was graduated from Fisk university with the degree of A. B. in 1885 and later was awarded the A. M. degree from Illinois Wesleyan university. Dr. Coffin is a member of the Staff of the Colored State university of Langston, Oklahoma, and is 72 years of age

Coffin

SESSION ENDS AT HUNTER COLLEGE

Amsterdam News

Students Win Distinction in Class Work and Special Activities

New York, N. Y.

Of a graduating class of 232 women who will complete their work today at Hunter College five are Negroes: Harriet Baltimore, Elinor Dimmy, Eleanor Goding, Oris Jones and Pauline Murray.

Oris Jones and Pauline Murray have both made distinguished records at college. Miss Jones was elected to Eta Sigma Phi, the honorary classical fraternity, and served as secretary to that organization for two semesters. She was also awarded honors courses in her major field, Latin, and served on the executive committee of International Student, the largest organization at the college. Miss Murray was elected to Sigma Tau Delta, the honorary English fraternity, was a member of the Journalism Club, and a frequent contributor to the college magazine. She also served on the executive committee of International Student.

Eleanor Goding has served in the French Club of the college in the capacity of president, vice-president and publicity manager.

The major fields of the girls were as follows: Harriet Baltimore, mathematics; Elinor Dimmy, Latin; Eleanor Goding, French; Oris Jones, Latin; Pauline Murray, English.

Dr. George W. Carver in 'Believe It Or Not' Movie

2-5-33

TUSKEGEE INST. Ala.,—Tracy Mathewson and W. H. White was at Tuskegee institute last Friday making moving pictures of Dr. George W. Carver, Tuskegee's noted chemist, for Strange As It Seems.

Several 'shots' showing the well-known chemist at work in his laboratory were made.

IS FIRST ST. LOUISAN TO RECEIVE HIGHEST AWARD OF BOY SCOUTS FOR HEROISM

EDGAR D. HEGAMIN

Gold Medal for Life for Life Saving is Presented to E. D. Hegamin at Hotel Chase.

SAVED MANY PEOPLE

Dared Smoke and Flames Bringing People Down in Elevator of Burning Building.

Edgar D. Hegamin, scoutmaster of Boy Scouts Troop No. 203 of All Saints Episcopal Church, was awarded the Gold Medal for Life Saving of the National Court of Honor, highest award of the Boy Scouts of America, Monday night at the Chase Hotel. The presentation was made by Nelson Cunliff, Chairman of Court of Honor of the St. Louis Council. It was one of the principal events on the program of the annual dinner and report of the council. A group of four colored singers from the Bellefontaine farm troop was another feature.

Hegamin received the award for exceptional heroism shown in rescuing more than a score of persons in a fire. He is the first St. Louisan to receive such an honor. A personal letter of commendation from Daniel C. Beard, Chr. Nat. Court of Honor and Nat. Scout Commissioner was also received by Hegamin. He tells the following story of the incident which won him the citation.

Dared Smoke And Flames

"About 1:30 p. m. on May 25, 1929 a fire broke out in a cleaning establishment at 804 Pine St. At that time I was relieving the elevator operator for lunch, and I immediately secured a fire extinguisher and attempted to extinguish the blaze, which was coming out of the rear door of the place. Realizing the task was too large, I directed my efforts to rescue work, as I knew there were some tenants in the building (it being Saturday) and that there were quite a few women in a beauty shop on the second floor.

"I informed every one I could of the situation and requested them to be as calm as possible. The tenants on the top (fourth) floor I requested to go out on the roof of an adjoining building where they could get fresh air, as the building was full of smoke by this time. On the return trip down with the elevator I took as many passengers as possible.

"In the meantime the building was becoming filled with smoke and flames, which cut off the exit from the fire proof stairs. The tenants on the second floor, mostly women, were becoming panic stricken. I placed a dampened handkerchief over my nose and mouth and continued to operate the elevator, taking as many passengers as possible each trip and requesting other persons to be as calm as possible. By this time the shaft was filled with smoke and flames and the heat was unbearable. I stopped the elevator on the second floor to cut off as much of the smoke and flames as possible and directed the people, who were trying to escape down the stairs, out through an anti-room onto the roof of an adjoining one-story building. The fire apparatus had arrived by this time and put the fire under control.

Four complete trips were made by the elevator and between 20 and 25 persons were brought down the smoke filled shaft."

Has Shown Talent

Last year Hegamin received the Scout Masters Key, highest award of its kind, for completion of five years' training in scout work and five years service in the field. His troop also won the President's Award at the annual scout circus at the Arena in 1932. He has been a scout leader four years.

Being quite versatile, Hegamin distinguished himself in art some years ago by winning the first prize in a soap sculpture contest conducted by Negents department stores. He also belongs to the Pallette Art Club and has had outstanding work in annual Urban League art exhibits.

He is at present employed as social worker at the Bureau for Homeless Men, having prepared for this work with a four year course of study under Professor Bruno at Washington U. He lives with his mother, Mrs. Nannie Hegamin at 4342 Finney avenue.

Has Large Enrollment

Negro Boy Scouts in St. Louis enrolled (paid) membership number 365 at the last report, with a conservative figure of about 150 being served without necessary registration fee of fifty cents. Many of the parents of those in the latter group are clients of various charity agencies. 21 troops were listed, the majority in churches and the others in schools. The enrollment reached its peak in 1931 when there were 500 boys in 23 troops.

Organization Directs Scouts

Tanner Stafford, who served as field executive of the local colored Scouts for two and one half years, was temporarily released in January. Scout officials took the action, it was said, in line with plans for reduction of expenses. It is planned to have a white offical look after the work of which Stafford had charge.

The Colored District Scout Commission has in its membership Attorney S. E. Garner, Gen. Chr.; G. D. Brantley, Ed. Chr.; J. A. Scott, Court Of Honor, Chr.; E. D. Hegamin, Bd. of Review; W. H. J. Beckett, Fin.; W. J. Burgess, Troop Org.; J. T. Clark and Langston Harrison, Ex. Comm.

GETS TRUCK LOAD OF GIFTS, PLUS A DIAMOND PIN

Cornelius Staats With Newark Bank For 50 Years

NEWARK, N. J. — Fifty years ago, February 10, Cornelius Staats, then a young man of 25 years went to work at the Howard Savings Institution as a handy man. Today he is still at the Howard, now the personal messenger for the president, Wynant D. Vanderpool. Mr. Vanderpool is a grandson of Beach Vanderpool, once mayor of Newark and the president of the bank who hired Staats.

Celebrating the anniversary, the officers and employees of the bank and many others gathered informally at the bank and paid tribute to the veteran employee. He was presented with a diamond studded service pin and a check by Mr. Vanderpool, a cogswell chair and a reading lamp by the Howard Club and so many other gifts that a department store truck was required to take them to his home.

Born On Farm

Mr. Staats was born in Griggstown, N. J., on a farm in 1858. He came to Newark in his early teens. His first employment was in a boarding house, his second at an ice cream parlor and then his third was "on trial" at the Howard. The Howard then was a small bank in a small community.

Today that small town has become the chief city of New Jersey, the Howard one of the largest savings banks in the nation and Staats one of the most respected men in the state. He and his wife, who died a little over a year ago, reared three sons; Howard, an instructor at Bordentown School; Fred, who is with the Newark Fire Insurance Company, and Montieth who is clerk in the Newark City Hall.

Active In Church

Mr. Staats is a trustee of the Thirteenth Avenue, Presbyterian Church and is active in the affairs of the community. He still lives in the modest little home he purchased forty years ago.

Towson Girl Honor Pupil in Detroit's Mixed Schools

ESTHER BERNICE RANDALL,

the only daughter of the Rev. and Mrs. Arthur Randall, of 1411 Maple Street, Detroit, Michigan. Esther was born May 29, 1915, at Towson, Maryland.

She was named by the Missionary Ladies of Mt. Calvary A.M.E. Church; baptized by Bishop Isaac Nelson Ross as the first person so consecrated after he was elevated to the highest office in the gift of his church. Miss Mary Wilson was godmother during the ceremony and since.

Esther graduated from Easton High School at the auditorium of the City College of Detroit, with distinction in a class of 238. Already she has registered at her father's Alma Mater — Talladega College—where she begins work for her degree this fall.

Scholarship and Other Distinctions.

University Of Ohio Grants Doctors Degree In Bacteriology To Talented Columbus Girl

Pittsburg Courier
7-1-33.
Pittsburg, Pa.

COLUMBUS, O., June 29—(By J. A. Jackson for ANP)—At the annual commencement of the University of Ohio June 12 a remarkable addition was made to the very limited number of colored women holding the degree of doctor of philosophy. When the Graduate School of the university, through its board of trustees and upon the recommendation of its faculty committee, granted the degree of Ph.D. in bacteriology to Ruth Ella Moore, recognition was accorded to earned work in a field unusually exacting; and seldom occupied by women. In all probability, Miss Moore is the first Negro woman to so qualify.

Miss Moore selected for her dissertation subjects that hold a vital general interest, with especial importance to the Negro group because of the inroads tuberculosis has long been making upon race mortality tables. She studied the dissociation of mycobacterium tuberculosis and a new method of concentration of the tubercle bacilli as applied to sputum and urine examination. The preparation of this work required more than two years of exacting experiments with guinea pigs and rabbits and a careful analysis of the findings.

Miss Moore is the daughter of Mr. and Mrs. William Moore of Columbus, where the father has long been important in city, county and State politics, and a member of the county treasurer's staff. He is an active member and officer of the Supreme Council of thirty-third degree Masons of the Northern Jurisdiction.

Miss Moore, who is perhaps our most youthful doctor, is a product of Columbus public and high schools. She received her B.A. degree from Ohio University in 1926 and became an M.A. from the same institution in 1927. From 1927 through 1929 she taught at Tennessee State College, returning to Ohio to register for work toward the doctorate in 1930. She is a member of Epsilon chapter of the Sigma Theta sorority. Miss Moore has not announced her future plans, but it is known that a world-famed scientist has made an offer for her services in his nationally-known laboratory. She is more disposed, however, to place her training at the disposal of some Negro educational institution.

Unique Exhibit By Isaac Fisher Features Ministers' Conference

Journal and Guide
7-8-33
Norfolk, Va.

Ingenious Device Gives Pastors Picturesque Messages

By G. JAMES FLEMING
Journal and Guide Staff Writer

HAMPTON INSTITUTE — The first lecturer of the Hampton Ministers' Conference, paused three times Tuesday morning during the course of his talk to make emphatic his desire that every minister present go to Clarke Hall and examine the exhibit which had been installed there by Isaac Fisher, general secretary of the institute's Y. M. C. A. Dr. W. A. Aery, director of the summer school, on the next day called the attention of the summer school to the high educational value of that same exhibit and urged everyone to go and study it.

Although the program of the conference stated that the exhibit was "under the direction of Mr. Isaac Fisher," not many persons knew that, with but one exception, it was entirely original; that Mr. Fisher had drafted every detail in the whole assembly of views and messages.

There were three features which held crowds all through the week's sessions of the conference; the revolving wheel carrying various cards and two large calendars dealing, respectively, with the plight of the rural church and some suggested remedies for the same.

Has Original Ideas

Mr. Fisher has a peculiar mind for details, for chasing after facts, for reading tons of literature and absorbing and making their content his own. The Hampton Institute comunity remembers his "all-campus exposition," and his more recent "duplicate inagural" which took place at the same time and in the same fashion as the actual inauguration of President Roosevelt.

Before coming to Hampton, Mr. Fisher was for nine years university editor at Fisk; nor nearly three years he was editor of the Negro Farmer at Tuskegee Institute, and for nine years he was head of the State College of Arkansas, Pine Bluff.

He is a graduate of Tuskegee Institute, and has studied at Columbia University. From 1925-27, he held a Guggenheim travelling fellowship, and did independent research in the

Prolific Writer

Mr. Fisher, whose style as a writer has won special commendation, has been the winner of over 48 different essay contests in many fields and against contestants of all races and lands. In a field of 9,000 writers, he once won a $500 prize with his paper on "What We Know About United States, Europe, and Africa. Rum." In another contest, he was the winner of a $400 prize with a paper on the "American and German Methods of Regulating Trusts." He has also written, and won prizes for, "Reasons Why People Should Go to Missouri," "Scales and Housewives," "The Most Practical Method of Beginning a Reduction of the Tariff," and a number of other subjects. Besides money prizes, Mr. Fisher has won a large bulk of merchandise, from washing machines, up and down.

Mr. Fisher does not tell this from the housetops, but it is known by his friends, that on more than one occasion, after having been notified of his standing in some national contest, he has lost the prize upon sending his picture to the contest committee because he's colored.

Mr. Fisher was born in Louisiana, the sixteenth and last of the children of slave parents.

The Conference Exhibit

But back to the exhibit at the ministers' conference:

Set up in the center of the first floor of Clarke Hall was a wheel somewhat resembling the famous ferris wheel. Its diameter was six feet, and it stood nine feet from the floor to its topmost point. It had been made according to Mr. Fisher's specifications in the school's carpentry department; and had been geared in the electrical department to make one revolution plus, every minute.

From connecting rods in the wheel nine cards were suspended, each one carrying a different message and set of pictures illustrating it, but all belonging to one given series. As the wheel, driven automatically by its own motor, turned every minute, at least three cards were brought directly under the view of the reader. At the next revolution, these cards were advanced further and one new card took the place of one in the first group. This was continuous.

Two series were run through the wheel, "Preparation to Preach," and "A Church Year Program." The message driven home in the fourteen cards of the "Preparation to Preach" series was that there is great need for Negro ministers to begin urging young men of their congregation to consider the ministry as a life work.

What Cards Told

One card pointed out that only 50 students annually entered the Baptist theological seminaries to prepare for the ministry, while 2,000 ministers of that denomination die each year. Another card showed that of 45 ministers who had been voted to be the greatest in America—one of them being President Mordecai Johnson of Howard University—practically all of them had attended colleges and seminaries.

Still a third card presented striking pictures of colored students in caps and gowns, holding their diplomas. Written above them were the words: "If it were not for these there would be no need to worry about the preparation of our ministers. The older people can find their

'Calendar of The Devils' Is Especially Attractive

own spiritual consolation."

The second series: "A Church-Year Program," suggested programs for the entire year. This is the item that was not original, the program having been suggested elsewhere. But all the pictures used to illustrate the program were wholly original. Both series were profusely and artistically illustrated by pictures.

The Two-Calendars Exhibit

While the moving wheel drew crowds all the week, it was the two calendars which gripped everyone's attention. One of them was nicknamed, "The Calendar of the Devils." This proved to be the high spot of the exhibit. Its title was "Calendar of the Rural Church whose Pastor Preaches but Once Each Month." A month was divided into 30 days, in regular calendar form.

The first Sunday was taken as the day for the monthly preaching; and a picture of a church was painted into that day. Then followed the remaining 29 days, into each one of which was painted in attractive colors the face and body of a demon or devil. The names given to these devils were: godlessness, low ideals, intemperance, vicious pleasures, general violence, profanity, lasciviousness, evil gossip, hatred, idleness, obscenity, bad farming methods, etc.

At the bottom of this calendar were the words: "The devil is on the job 29 days; the Church, One Day Only." This calendar was copied more often than any other item of the exhibit.

The second calendar followed strictly the exhibit-builder's philosophy that no man has the right to criticize a given course of action, unless the critic offers at the same time a constructive program to take the place of that which is condemned.

Accordingly, his second calendar was entitled: "Calendar of the Church whose Activities Cover Every Day in the Month." Preaching is suggested for each Sunday and it is suggested that the minister, as leader, help to foster all necessary movements which have to do with the conservation of health, the promotion of better homes, schools, farms and farming practices; more wholesome amusements, etc. A picture accompanies each day; and Bible authority for asking the minister's interest in these movements is printed under each day's activities.

ISAAC FISHER

AWARDED

J. J. QUARLES,
Local photographer, Tuskegee Institute, Ala., has been awarded six gold seals during a period of one year by the Photographic Associations, one of which was international, for excellence in photography. Mr. Quarles attended the Southeastern Photographers' Association at the Henry Grady Hotel, Atlanta.

Elect African As Member Of Learned Body

Philadelphia Tribune 7-20-33

Ben Aizkiwe Made Fellow of Royal Anthropological Institute

Philadelphia, Pa.

BENJAMIN N. AZIKIWE

NEW YORK, July—In the list of anthropologists who were recently elected as Fellows of the Royal Anthropological Institute of Great Britain and Ireland, was the name of Benjamin N. Azikiwe, of Nigeria, West Africa.

Mr. Azikiwe is a graduate of Lincoln University, Pennsylvania, and the University of Pennsylvania. He was conferred the M. S. in anthropology from the latter school.

When he visited some universities on the North American continent last Spring, Professor Bronisiaw Malinowski, head of the department of anthropology at the University of London, met Mr. Azikiwe during one of the anthropological seminars held at the University of Pennsylvania. On the recommendations of Professor Franz Boas of Columbia, and Professor Franklin Speck of Pennsylvania, Dr. Malinowski urged upon his English colleagues to admit Mr. Azikiwe to membership in this learned body.

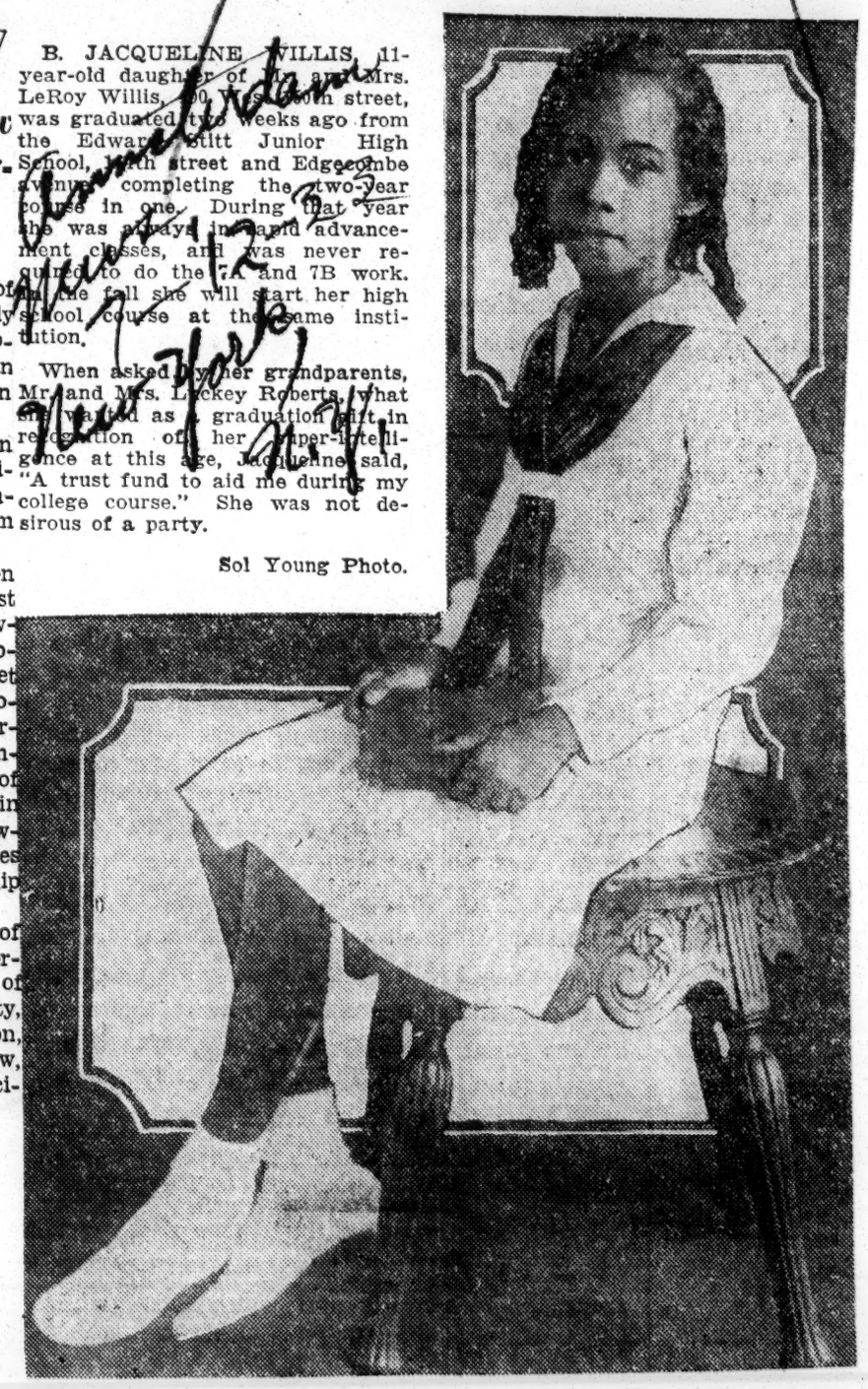
Mr. Azikiwe is the second person of African descent to belong to this organization. He is also a member of the American Ethnological Society, American Anthropological Association, American Society of International Law, and American Political Science Association.

If You Don't Think She's Clever, Read Her Record

B. JACQUELINE WILLIS, 11-year-old daughter of Mr. and Mrs. LeRoy Willis, 60 W. 60th street, was graduated two weeks ago from the Edward Stitt Junior High School, 60th street and Edgecombe avenue, completing the two-year course in one. During that year she was always in rapid advancement classes, and was never required to do the 7A and 7B work. In the fall she will start her high school course at the same institution.

When asked by her grandparents, Mr. and Mrs. Lockey Roberts, what she wanted as a graduation gift in recognition of her super-intelligence at this age, Jacqueline said, "A trust fund to aid me during my college course." She was not desirous of a party.

Sol Young Photo.



Scholarship and Other Distinctions.

Twenty-Three A's In One School Year Is Local Girl's Phenomenal Record

Miss Ruth Williams, Brilliant Pittsburgh Junior High School Student, Wins Signal Honors In Scholastic and Extra Curricula Work—Is the Daughter of Dr. and Mrs. U. W. Williams.

A scholastic record which is apparently unparalleled in the history of Pittsburgh's public schools has been established by Miss Ruth Williams, brilliant 13-year-old Herron Hill Junior High School student. Miss Williams is the daughter of Dr. and Mrs. U. W. Williams of 518 Francis street.

During the entire ninth grade routine Miss Williams received 23 A's, two A "pluses," one A "minus" and but one B "plus." In addition, she earned a place on the Honor Roll for both semesters and also was awarded a Certificate of Recognition.

In addition to her scholastic attainments, Miss Williams was active in many extra-curricula activities of the school. She was president of the Home (Report) Room group, vice president of the Student Council and a member of the Executive Committee of the same group. When the Rag Doll Club presented its annual play, Miss Williams was selected to play the lead role. Another signal honor was accorded her when she was presented the Unselfish Service Button as a reward for the most unselfish service to her school.

The brilliant young student was especially recognized for her meritorious work in the fields of Social Science, Latin, and her aggressive work during the election campaign on the registration board of that group.

Miss Williams is possessed with a likeable personality, and is quiet and unassuming in her manner.

MISS RUTH CAMMERON WILLIAMS

HARVARD Ph. D. TO HOWARD TEACHER

Pittsburg Courier 7-15-33 Pittsburg, Pa.

WASHINGTON, July 13 — R. Percy Barnes, assistant professor of chemistry, Howard University, was awarded the Ph. D. degree in organic chemistry by Harvard University, Cambridge, Mass., at the recent commencement. Professor Barnes' dissertation was upon the subject of "The Reactions and Keto-Enol Equilibria of an Alpha-Diketone." He is the only colored person so far to receive the doctor's degree in chemistry from Harvard.

Prof. Barnes received his first training at Dunbar High School, Washington, D. C., where he graduated in 1917. He then attended Amherst College from which school he received the degree of A. B. in 1921. In his junior year at Amherst he was elected to membership in the Phi Beta Kappa Society as a result of eminently superior scholarship, and during 1921-22 he served as research assistant in physical chemistry to Prof. George Scatchard of the Massachusetts Institute of Technology, who was then teaching at Amherst.

In 1930, Prof. Barnes received the Master of Arts degree at Harvard University. In 1922, he began to teach chemistry at Howard University where he is still engaged.

Hero's Medal Asked for Olin Milner Atlanta Negro Who Saved 2 Lives

Atlanta Constitution 7-15-33

Olin Milner, Atlanta negro, has been recommended to the Carnegie Hero Fund Foundation for a medal for his part in saving the life of two men June 10 in an explosion at the Loeb-Apte Company 15 Produce place, in which J. D. Jeffries, of 1646 Stokes avenue, and J. B. Gelissen, of 1095 Briarcliff place, were killed, it was announced Friday.

The heroic act of Milner in entering the gas-filled basement of the produce company a few minutes after the blast which shook the entire neighborhood, and dragging to safety G. B. Sawyer, of 542 Brownwood avenue, and Frank E. Little, salesman with the McCullough Brothers Produce Company, was cited to the reward foundation by the officials of the Loeb-Apt Company and by the City's Salesman Association of Atlanta.

The negro made three trips to where the four men lay injured, and brought Sawyer and Little from the basement to the first floor. Had they remained in the gas area longer their injuries probably would have proved fatal, it was said. Jeffries and Gelissen were too badly hurt to help themselves and the negro was unable to reach them. Brought out by firemen, they died in private hospital a short time later.

Milner showed utter disregard for his own personal safety, his recommendation said. He tied a wet handkerchief over his face and went to aid the injured men. A letter to the foundation from J. C. Loeb, president of the company, said in part: "We request that you give consideration to awarding this negro one of your coveted honors. Beyond the heroism involved is the story of loyalty and devotion to his employers seldom equaled, and we think that the award of this medal would further a respect for the negro race. The whites of the south are always willing and ready to see that honor goes where honor is due."

OFFERED FIFTY THOUSAND DOLLARS FOR INVENTION

Boston Chronicle 7-15-33 Boston, Mass.

Alexander, La.—Samuel J. Hines, a brickmason was granted a patent for an invention which will cut the grass on the edge of a lawn. He was offered $50,000 outright, and ten cents on each attachment sold. Mr. Hines is considering the offer.

The cutting of the edge of his lawn had worried him for years as it was extra work for him to go over this with shears after the lawn was cut. The necessity for reducing energy expended on his lawn, resulted in his invention of an appliance which may be attached to a lawn mower in such a way that the lawn, edges and all, can be sheared up in one operation.

He states that he has had offers from brokers in various sections of the country to exploit his device commercially.

Barnes Ph.D.

NEGRO WAS THIRD CANADIAN TO WIN VICTORIA CROSS

Reprinted from The Free Press, London, July 3, 1933.

Dawn of Tomorrow

In the cemetery at Brooklyn, Hants County, Nova Scotia is the grave of a very old man who died at Horton Bluff, a small community in that neighborhood, 29 years ago. Beneath a simple tombstone lie the remains of William Hall, the third Canadian to win the Victoria Cross. In the overpowering force of great events enacted within the past two decades William Hall has been forgotten, for the deed which placed his name on the Scroll of Immortals was performed a long time ago.

There are many reasons why this man should be remembered. says the magazine Legionary. Chief among them is the fact that he was a full-blooded negro, the son of a slave who had formed part of a cargo of "black ivory" and was in course of being transported to the United States during the war of 1812 when the slave ship was captured by the British frigate, "Leonard," and then brought to Halifax. This slave, so far as can be ascertained, was given employment by a Nova Scotia family, one, probably, whose name he adopted.

Marrying a woman of his own color this product of the Dark Continent lived for many years at Horton Bluff; and there, about the year 1824, the future Victoria Cross hero was born.

Little is known of William Hall's early life beyond that he was reared in the Annopolis Valley, went to the school at Avonport, and eventually joined the Royal Navy, probably at Halifaf. From then until the summer of 1857, no records are available of this humble negro's career. We are, therefore, obliged to span that indefinite period and to shift the scene from the shadow of the old Halifax Citadel to Hong Kong. There we find Hall serving as "captain of the foretop" on board H. M. S. Shannon.

The Indian Mutiny was spreading, the Sepoys stimulated by their early successes. British garrisons were shut up in Delhi, Cawnpore and Lucknow. Small relief columns were fighting their way to the assistance of the beleagured troops; but the whole situation wts dark and menacing.

At Hong Kong, Lord Elgin, the governor, who from 1847 to 1854 had been governor of Upper Canada, had received urgent requests to send all available men to India. Pursuant in these, two naval brigades were dispatched from the warships then on the Chinastation—H. M. S. Pearl and H. M. S. Shannon.

Commanded by Captain William Peel, V. C., who had won his honor at Sebastopol during the Crimean War and who, be it said, was the son of Sir Robert Peel, former prime minister of Great Britain, the "Shannon Brigade" reached Calcutta in August, 1857. The force started up the Ganges in tow of the steamer Chunar, and comprised 450 men. with six 8-inch guns, two 24-pdr. howitzers and twi field pieces.

On September 2, Peel reached Allahabad, 809 miles from Calcutta, where a prolonged halt was made pending completion of arrangements to convey the guns "across country" to Cawnpore. Transportation difficulties, however, necessitated leaving the heavy artillery behind. and on October 28 the naval force began their move forward with a seige train of 24-pdrs. Distinguishing themselves in the fighting on November 2 at Cawnpore, midway between Cawnpore and Allahabad, the brigade continued their advance to the former city and joined Sir Colin Campbell. The commander in chief was then completing his preparations for the relief of Havelock and Outram, besieged in the Residency at Lucknow.

Of the relentless battle which preceded the heavy and decisive engagment on November 14, when William Hall won his Victoria Cross, this brief record has little to say. This was the day on which Sir Colin Campbell's little force delivered the main assault against the rebel defences east of the city.

The principal attack against Lucknow was launched from the southeast in the cramped area where the mutineers line vanished in the jungle fringing the Gumti.

Late in the afternoon, following some heavy preliminary fighting, the Sikandarbagh—a hibh walled enclosure agout 150 yards square—had been carried at the point of baynot by a 93rd Highlanders and the Sikhs; but the most critical moment of the engagement had not yet arrived. Nearly half a mlie to the west of the Sikandarbagh, across the open, jungle-bordered plain, stood the Shah Najaf, a large and ancient mosque.

Loopholed, strongly garrisoned, and with walls several feet in thickness, the Shah Najaf was the key to Lucknow. To capture this position quickly was esential to the success of the battle, for the relieving force numbered less than 5000 men, opposed to an army of more than 30,000 rebels.

It was after four o'clock in the afternoon when Sir Colin Campbell directed that the Shah should be attacked. The preliminary bombardment was undertaken by the "Shannon Brigade," who dragging their guns to less than 400 yarns range, laid a heavy cannonade on the walls.

Under a concentrated fire from three sides the gunners sent shell after shell into the mosque, but so thick were the walls that the projectiles made little or no impression."

"The men were falling fast," records an eye-witness. "Even Peel's usually bright afre became grave and anxious. Sir Colin sat on his white horse. exposed to the whole storm of shot, looking intently on the Shah Najaf, which was wreathed in volumes of smoke from the burning buildings in frfont, but sparkled all over with bright flash of small arms. It was now apparent that the crisis of ftfhfe battle had been reached."

Sir Colin decided to assault the position with the bayonet, and to that task he assigned the 93rd Highlanders, supported by a battery of the royal artillery and the guns of the "Shannon Brigade."

The artillerymen raced forward, passing the Shannon's men on the right. Unlimgering only a few hundred yards from the mosque, they delivered a storm of grape-shot against the walls. No sooner had the battery become emplaced than Peel's guns were hauled forward, and once again came into action. The Highlanders advanced.

Dawn of Tomorrow

Unequipped with scaling ladders, the walls still unbreached, the Highlanders came to a complete stop at the enclosure surrounding the Shah Najaf. From the loop-holed walls a relentless torrent of well-aimed musketry dropped them by the score. Frantically the infantrymen raged around the enclosure, seeking vainly for some means either of ascending or penetrating the walls.

Then it was that the men of the Shannon enacted that drama from which emerged the award of the Victoria Cross for William Hall.

The turning point of the battle had been reached. Either the Shah Najaf must be taken or Sir Colin Campbell's force must recoil in defeat.

Peel ordered two of his guns still nearer to the mosque. The sailors strained at the ropes and manhandled their pieces to within 20 yards of the wall. With one of these guns went William Hall.

A fire of musketry and handgrenades drenched the crews, all but annihilating them. The personnel of one was completely destroyed, and the men around the second were falling fast. Calmly Hall worked this gun beneath that(murderous storm. Only his officer, Lieut. Young and he were left; but with no thought beyond accomplishing what he had been ordered to do, the Nova Scotian Negro cntinued sponging and loading, sending shell after shell crashing into the wall.

The Highlanders were meanwhile pouring in a fusilade, but this was not particularly effective, and they continued exposed to the musketry from the still unbreached mosque. Rockets were brought up, and a volley of fiery projectiles was sent hissing over the wall. Under cover of these the guns of the Shannon were hauled back.

The capture of the Shah Najaf was effected when a fissure was discovered just large enough to enable a man to climb the wall. Clambering to the coping, a number of Highlanders made their entry into the place and opened the great gate.

But the mutineers had vanished. Sir Colin Campbell characterized it as "an action almost unexampled in war."

Both Wall and his officer Young were awarded the Victoria Cross for their unparalleled bravery before the walls of the Shah Najaf.

The Nova Scotian negro left the Royal Navy, presumably around 1880 Returning to Canada, he settled down at Avonport, in King's County Nova Scotia, devoting himself to farming and to his favorite recreation which according to "Who's Who," for the year 1900 was "shooting crows."

A brave and loyal man, well thought of by his neighbors, this son of a slave and aCnada's third Victoria Cross hero, died in August, 1904, at the age of 80.

MARY BETHUNE SPEAKS AT THE WORLD'S FAIR

DAYTONA BEACH, Fla., July 20 —Mrs. Mary McLeod Bethune, president of Bethune Cookman College, returned this week from a two weeks visit to Chicago, after filling a series of highly important engagements in the "Windy City." She had the distinction of being the first woman delegate to the nationwide gathering of executives of Negro insurance companies. She attended and took active part in the proceedings of the annual gathering of the N. A. A. C. P. serving on the Committee on Resolutions for that body. She was also an interested attendant at the sessions of the National Educational Association. In several conferences with the board of education of the Methodist Episcopal Church she threshed out a number of problems having vital bearing on the life of the school.

Perhaps the most important engagement was that of Friday noon, June 30, when, under the auspices of the Chicago City Women's Clubs, and in their building at the "Century of Progress" Exposition, she addressed the assembly as spokeswoman for the Negro Womanhood of America on "A Century of Progress of the Negro Woman." This was one in a series of addresses by women of note, in which she had been preceded by Jane Addams on Tuesay of the same week, and was followed by Miss Mary Wooley, president of Mount Holyoke College.

Commenting on the Century of Progress Exposition, Mrs. Bethune expressed deep pride in the exhibit displayed by Florida in comparison with those representing other states.

She stated that the facts brought out in the meetings of the N. A. A. C. P. give grounds for deep encouragement at the evidence of forward steps being taken by the Negro.

Attendants of the summer school, assembled in noon-day devotions, accorded to Mrs. Bethune a rousing welcome on her return, and listened with rapt attention to her vivid account of her two week's experiences.

Education - 1933

Scholarship and Other Distinctions.

Jewish School Graduates

Amsterdam News 12-20-33

Amsterdam News Photo.

VERTELLA S. VALENTINE (left) and Mary Teshara are shown as they received their diplomas from Rabbi Herbert Goldstein Sunday night at the Institutional Synagogue here. Vertella was valedictorian of the class. Rabbi Isadore Goodman, principal of the school, looks on with interest.

Secures Ph. D. Degree

WASHINGTON, Jan.—On the basis of study of parasitology at the School of Tropical Medicine in Puerto Rico during the past summer, Dr. H. A. Poindexter, assistant professor of bacteriology, preventive medicine and public health, on the faculty of the School of Medicine of Howard University, has just received the degree of doctor of philosophy from Columbia university.

JEWISH NEGRO GIRL HONORED

Valedictorian to Study in Advanced Schools of Hebrew Culture

12-20-33

To Vertella S. Valentine, to her parents, to the sprinkling of Negro Jews, and to a few of the white ones who attended the Maccabean festival and commencement exercises Sunday evening at the Institutional Synagogue, 27-43 West 116th street, it was Vertella's night, Vertella's triumph, Vertella in a history-making role.

Slim and graceful, modest but with admirable sang froid, Vertella stood and pleaded mutely for a place in the hearts of the audience of 600—and the audience applauded, applauded, and applauded.

"This institute draws no color line," announced Rabbi Phillip Goodman, principal, and the applause was deafening. "The young lady I'm about to present was selected on merit as the valedictorian of her class."

More applause. After which Vertella Valentine, 15-year-old honor student, ranking graduate in a class of ten, eight of whom were white, launched into the valedictory address. The occasion is the first on record in America in which a Negro girl has been similarly honored, and sharing honors with Vertella was Mary Teshara, 12 East 115th street, who was the other Negro girl to graduate.

Long Followed Faith.

The story of Vertella's matriculation in a Jewish institute, culminating Sunday night when she received her diploma from Rabbi Herert C. Goldstein, is the story of her father's anxiety to conform to the practices of Judaism.

Samuel Valentine, expert plasterer, 592 Lenox avenue, is a direct descendant of an old family of Negro Jews in West Africa. He says that members of the Jewish race were so despised and persecuted in the West Indies, where he spent his early manhood, that he did not dare to admit his religion. Only within the confines of his home did he adhere to the practices of the followers of Israel—like keeping his hat on his head while in the house, fasting at periodical intervals, etc.

Associated With Garvey.

Coming to America in 1919, he associated himself with the Marcus Garvey movement. He became president of the Liberty Hall choir and a close friendship sprung up between himself and Arnold Josiah Ford, choir master.

In subsequent conversations each learned that the other was interested in Judaism. Together they took up the language, interested others, and later they opened a Jewish school, which met every Sunday at Liberty Hall.

12-20-33

Mr. Valentine's next step was to found the Beth B'nai Israel (House of the Children of Israel), a Negro Jewish synagogue, and Arnold Ford became its first rabbi. Mr. Valentine disagreed with certain policies of Rabbi Ford's and the two severed frendship. Valentine surrendered his membership in the synagogue and Rabbi Ford went to Abyssinia, where he was reported as having died recently.

Vertella, according to her father, will continue in Jewish institutions of higher learning. "Who knows," he said, "her studies may repay her some day."

J. H. BIRNIE TO REPORT ON SCIENTIFIC STUDY

School Heads Discuss Mutual Problems

12-30-33

ATLANTA, Ga.—In recognition of his extended research in the field of biology, James H. Birnie, who was graduated from Morehouse College in 1930 and received his master of science degree at Brown University in 1932, has been invited to participate in the meeting of the American Association for the Advancement of Science, which is being held in Cambridge, Mass., this week.

Mr. Birnie, according to the program, will present his paper before the zoological section. It is entitled: "Regeneration of the Tail-Fins of Fundulus Embryo." Mr. Birnie is now an assistant in physiology at Brown University where he is studying for his doctorate.

TWO BROTHERS TAKE HONORS IN MEDICAL EXAMINATIONS

Following recent examinations by the national board of medical examiners of the U. S. A., Drs. Clyde A. Lawlah and John W. Lawlah were notified that they were successful and were issued certificates, thus becoming diplomats of the board with the privilege of using the designating initials D. N. B. if they so desired.

To become a diplomat of the national board is a worthy achievement due to the wide recognition of the board. It is recognized by 41 states of the U. S. A. and its possessions, is accepted by the U. S. army as scientific qualification for admission to its medical corps, also by the U. S. public health service in lieu of the usual written scientific examination. Diplomats are admitted to the final examination of the conjoint examining board of England, Scotland and Ireland; is recognized in Syria, Turkey, other foreign countries, and are admitted to the revalidating examination leading to the degree of licenciatura en medicinia in Spain. The examination is divided into three parts, part one, three days' duration, being written examinations in the basic medical sciences; part two is of two days' duration and consists of written examinations covering the whole of clinical medicine, public health and medical jurisprudence, and part three is of four days' duration and consists of oral clinical and practical examinations in all the branches of medicine. The three parts are taken at different times in serial order, the satisfactory completion of each preceding one being a necessary requirement for admission to the next.

The careers of these two brothers parellel each other so closely as to deserve more than passing mention. Both finished Morehouse academy at the same time in 1922 and received the B. S. degree from Morehouse college in 1925. John Lawlah's first two years of medicine were taken at the University of Wisconsin where at the end of his second year he received the degree of master of science in embryology. Clyde Lawlah's first two years were taken in the graduate school at the University of Chicago. They both taught school two years then came together again to finish Rush Medical college of the University of Chicago in March, 1931. Both interned a year, Clyde at Provident hospital in Baltimore and John at Provident hospital in Chicago.

During the past 15 months Dr. John Lawlah was engaged in study of roentgenology at the University of Chicago with Dr. Paul Hodges, an outstanding professor. For his research work both published and unpublished he was elected to Sigma Xi, honorary research scientific fraternity. In addition, he holds memberships in Sigma Sigma and Alpha Omega Alpha honorary medical fraternities. At present he is employed in roentgenology at the new Provident hospital in Chicago.

During the past year Dr. Clyde Lawlah was resident surgeon at the new Flint Goodridge hospital in New Orleans. At present he is visiting his parents, Mr. and Mrs. J. W. Lawlah of Bessemer, Ala. Towards the end of this month he plans to open an office in Pine Bluff, Ark.

STUDENT BACK AFTER THIRD REICH SOJOURN

Mollie Lewis Experienced No Difficulties With the German Hitlerites

12-27-33

After eighteen months in Europe, the last twelve of which were spent in study at the University of Berlin, Miss Mollie V. Lewis returned to New York Friday aboard the North German Lloyd liner Bremen. The next evening she entertained for Gary, Ind., where she is spending the holiday season with her mother. While in the city she was the guest of Miss Louise Thompson, 409 Edgecombe avenue.

While exressing her opposition to the racial theories of the Hitler regime, Miss Lewis averred that the "German people, including members of the Nazi organizations, accorded me a full measure of courtesy and consideration." During her stay in the Reich, Miss Lewis said that she did not hear of any Negro being mistreated because he was a Negro. When challenged by Americans for anti-Semitism, the Germans remind the former of their handling of the Negro problem.

A member of the ill-starred Soviet film company, "Black and White," Miss Lewis left this country in June 1932. She remained in the Soviet Union five months, traveling extensively through central Asia, the Caucasus, Crimea, as well as visiting Leningrad, Moscow, Odessa, Kiev and other principal cities. In Germany she pursued courses in biology, chemistry, education and the German language. Prior to leaving for Europe Miss Lewis was a student in Teachers' College, Columbia University.

PITT GRADUATES FIRST NEGRO AS A DOCTOR OF PHILOSOPHY.

Russell Lloyd Anderson receives high degree after brilliant record and earnest application.

Among the two hundred-of odd persons who marched across the platform in Soldiers' Memorial Hall Friday, August 11, to receive from the hand of the Chancellor Bowman recognition of proficiency in courses pursued, two were Negroes.

As the last group of seven stood on the rostrum awaiting the adjustment of the regal hood emblematic of the Ph.D. degree, but few of the many hundreds who looked on knew or even suspected the true significance of this event to the tall tanned youth who led the group. Russell Lloyd Anderson, B.S. 1928, M.S. 1930, Univ., of Pittsburgh so reads the convocation program, carried within his slender growth a heart of steel and a fixed determined spirit. This was his day. Against tremendous odds had he reached it and the joy was all the greater because the entire journey had been a romance of work-work that was all absorbing, relentless in its demands,

Incidentally Dr. Anderson is Pitt's first Negro Ph.D., is professor of Biology at Johnson C. Smith University, father of four children and barely 26.

Accession to the highest degree at so unusual an age spells no relaxation for this young man, for in the real Genetics, his chosen field, he has sensed a vast expanse of unresolved territory, and having felt the scientific thrill of footprints on untrodden soil is thus impelled by an inward urge to investigate.

Already Dr. Anderson plans further research at Woods Hole once his next school term is past, and with his wagon hitched to the star of that other eminent Negro scientist, Dr. Ernest Just, his friends and admirers picture for him a brilliant future.

To the aspiring youth of our group, Dr. Anderson should serve a potent inspiration. As nearly as such a thing is possible, he may be considered a self-made man, having worked his way from first year high school supporting a family while studying for his Master's, and rendering assistance to a brother in school during research for his doctorate,

The boy has blossomed into manhood in the search for truth. But man, as he, made in the searching, can know the truth he's found and trust to use it for the commonweal.

Courier
8-26-1933
Pittsburgh, Pa.

Education

Scholarship and Other Distinctions.

A Newsboy Scholar

Guardian

NOEL JACKSON OF ROXBURY WINS COLLEGE TUITION FROM BURROUGHS NEWSBOY'S FOUNDATION —ONE OF 16, ONLY COLORED

8-5-33

One of the strangest educational examinati s ever carried out in this city was held in the trustees' room of the Burroughs Newsboys' Foundation on Somerset St. Wednesday. It lasted from 10 A.M. to 4 P.M.

During that time 32 newsboys were cross-questioned in ways they will long remember, by a jury consisting of lawyers, bankers, business men, newspapermen and educators.

The object was to select 16 boys who should be awarded $200 scholarship. Such a scholarship will enable each of the winners to enter some college or educational institution in which he had already passed the entrance examinations.

One of those selected was Noel C. Jackson, 22, of 88 Harrishof Street, Roxbury, graduate of Boston English High, the only Colored boy to win.

Pass Hard Test

This was not an examination based on the usual academic requirements, as the educational fitness of the student had already been determined.

It was an oral examination to determine the fitness of the student from the standpoints of character, need, adaptability and scholarship. These four qualifications were in the order of their importance, with "character" at the head. Perhaps that jury didn't have a job on its hands. As one of the jurors remarked: "Every one of these boys ought to be awarded a scholarship." For, in many respects it was an exceptional group of boys, and each one of them knew exactly why he wanted a college education and what he hoped it would mean to his future.

In fact each one of them had a definite goal and was able to explain why he had selected that goal.

NAMED ON STAFF AT UNIV. OF ILL.

Afro-American 8-5-33

CHICAGO. (ANP)—Dr. Roosevelt Brooks has been named as assistant in the department of ophthalmology at the University of Illinois Medical School following his success and fellowship at the Provident Hospital here.

Dr. Brooks is a graduate of the University of Illinois, having taken his pre-medical work at the university proper in Urbana and his medical work at the Chicago Medical School. He served as interne at the Provident Hospital and specialized in diseases of the ear, eye and throat.

When Provident began its fellowship program none of the first class white hospitals in Chicago admitted Negro practitioners and the only Negroes on university staffs were Dr. Theodore K. Lawless at Northwestern University and Dr. Julian Lewis at the University of Chicago. Through the efforts of Dr. Franklin McLean, director of clinics at Chicago University, one physician after another was admitted, until finally thirty had taken advanced courses, with ever facility of the famous Billings Hospital thrown open to them.

LESTER WALTON SAILS

Pittsburg Courier 7-29-33

Pittsburg Pa.

Rumors Stir Harlem As Departure Is Cloaked In Mystery—Reported Off to Africa.

NEW YORK, N. Y., July 27.—Lester Walton, veteran newspaperman and director of publicity in colored work for the Democratic party in the last two Presidential campaigns, left mysteriously for Africa last Saturday. It is assumed that Walton sailed for Africa because he left from the docks from which ships to Africa usually leave. No information could be obtained to throw further light on the matter because of the reticence of his friends and relatives. It is known that he had made several trips to Washington recently, and it is thought that he may be on his way to Liberia.

However, there has as yet been no announcement of any kind from Washington concerning Walton's appointment to any position. Some Harlemites think Walton has received the ministership plum, but others point to the fact that he is reported to be going away for a period of only six months or less, whereas the ministership is good for the entire Roosevelt term. Others who claim to have inside information think Walton is going over in the interest of the Firestone Company. But the truth of the matter is that nobody here knows, and so High Harlem is all agog with conjecture. Perhaps the coming week will find some light being shed on what is now a dark mystery.

WINS SCHOLARSHIP IN PHARMACY

William Turner, Jr, son of Mr. and Mrs. William Turner of Hope street, was awarded a certificate of State Scholarsip at the Rhode Island College of Pharmacy and Allied Sciences by the State Board of Education for splendid work done in his freshman year.

Mr. Turner prepared himself at the Hope Street High School and Technical High School, being graduated from the latter in June, 1932. He entered the College of Pharmacy September '32.

WEIRTON, W. VA. TIMES

JUL 5 1933

SORBONNE GETS A THESIS ON PAUL DUNBAR

Paris Bureau of the Afro

PARIS.—M. Louis T. Achille Instructor of French at Howard University, who is here on a leave of absence, recently presented to the graduate students in English at the Sorbonne, a thesis on "The Life and Poetical Works of Paul Laurence Dunbar" which was enthusiastically received.

The professors of the university in particular, welcomed what is perhaps the first introduction of this great poet of Negro descent to the French public, and were warm in praise of it.

Too Little Known

M. Achille, who is preparing the thesis for his doctor's degree, was asked to give wide circulation to his study of Dunbar and is now preparing it in French for the Revue Anglo-Americaine. M. Achille thought that Dunbar was far too little known even in America.

M. Achille was also one of the principal speakers at the annual meeting of the Association of Catholic University Laymen for Mission Work held at Rheims, France. At this gathering, which was attended by more than thirty races and nationalities, M. Achille read a report upon American color prejudice and segregation, which was widely discussed. All the speakers were in condemnation of the practice that denied human rights to the colored Americans, as well as to Negroes in certain parts of Africa.

Racial Problem

One result of his address was the passing of a resolution for the purpose of intensifying plans to aid in the solution of the racial problem. Groups will be formed in all the countries to serve the Negroes, with no purpose of imposing Western civilization on them, the idea being rather to help them to develop along the lines of their own culture, but at the same time to strive for interracial understanding and brotherhood.

These European Catholics say that they expect to be either ignored or opposed by other Europeans of the old mentality in the colonies but hope to win over the natives by kindly deeds. The association has received much encouragement from Pope Pius XI and the French clergy.

HERE'S A HERO

Eddie Duke, ten-year-old Kansas City negro boy, who saw a parked automobile, with a three-year-old white child in it, begin to roll down a hill, and who jumped in the car, failed to engage the brakes, dropped the baby from the car, to safety, and lost a leg, by amputation, after the car turned over upon him, is as Kipling said of Fuzzy Wuzzy, a damn good fightin' man.

Nothing which may be done for Eddie Duke will give him a leg. There are cases in which no reward can be ample, if loss and reward are coldly compared. And there are some examples of spunk in boys, which no sort of praise can flatter.

Chicago Defender

AWARDED PH.D. DEGREE

PITTSBURGH.—Russell Anderson, who teaches biology at Johnson C. Smith, received a Ph.D. degree from Pittsburgh at the summer convocation on Friday.

Thesis Wins Fellowship for Student

Chicago Defender 9-9-33

OBERLIN, Ohio, Sept. 8.—Miss Alva B. Maxey, a 1932 graduate of Talladega college, after a year's study at Oberlin college here, has completed the work for the master's degree in sociology.

Her thesis entitled, "The Life of the Negro Group in Oberlin," a study in social attitudes, covers every phase of the life of the Race population here.

This young woman, the first of the Race to be awarded a scholarship in this field at Oberlin, acquitted herself so well as a representative of her race and maintained such an excellent record in scholastic attainments that she has been awarded a fellowship at Western Reserve university, which award automatically carries with it a position in the Associated Charities of Cleveland, Ohio.

Miss Alva B. Maxey is a product of the educational program fostered by the Elks fraternity and so ably pushed forward by Col. R. E. Pharrow of the Henry McNeil Turner lodge of Atlanta, who is also educational director of the district.

Columbia, S. C. State
September 13, 1933

Negro Graduate of Carolina, Now Eighty Years of Age, Asks Teaching Certificate

The South Carolina department of education has received an application for a teaching certificate from Thomas McLean, 77 St. Philip street, Charleston. He is 80 years old, and one of the few living Negro graduates of the University of South Carolina, having finished in the class of '77, receiving an A. B. degree.

In writing to the department of education, McLean inclosed in his letter the diploma that he received from the university in the year that he was graduated. The diploma is signed by Wade Hampton, then governor of the state, and by virtue of this position, head of the board of university curators (trustees), and, by J. K. Jillison, secretary to the board of curators and one time Radical head of the state department of education. The diploma was issued in June of 1877 and Wade Hampton had recently come into full position of the office of governor when President Hayes had withdrawn federal troops from the State House, which allowed the decisions of the supreme court of South Carolina to become effective. The state supreme court had already declared the legality of Hampton's election.

The diploma, itself, is unique, being about four times the size of the present diplomas given at the university. It was printed, evidently, on an exceptionally good grade of paper, and has been well preserved. An unusual feature is a red seal at the bottom without an impression. The seal ordinarily would have had an impression upon its face, but, for some reason the seal on this diploma is absolutely blank.

McLean, in sending his teaching record to the department of education, wrote that he had 40 years of teaching experience, having taught in the Indian summer school service in both Oregon and North Dakota, and in Texas for nine years. He has also taught in South Carolina schools for several years.

He attended, he wrote, the Putnam high school at Newburyport, Mass., finishing in 1873. He then attended Amherst college during his first year, and in his sophomore, junior and senior years, he attended the University South Carolina. During his enrolment at the university, South Carolina was in the hands of the carpetbaggers, the time being shortly after the close of the Confederate war.

The diploma received by McLean was in medieval Latin and was translated by Dr. Leonard T. Baker, president of the University of South Carolina, and Dr. Francis W. Bradley, dean, as follows:

"Be it known to you that the trustees of the University of South Carolina in academic assembly have granted to Thomas Austin McLean, candidate for the first rank and having been approved by examination, the title and rank of Bachelor of Liberal Arts and have given to him all the rights, privileges and honors pertaining to those raised to this rank everywhere in the world. In testimony of this, we have subscribed our names to this document attested by our seal and dated at the academic halls on the 15th day of June, and in the year of our Lord, 1877.

"Wade Hampton, President; J. K. Jillson, Secretary, Board of Curators; A. A. Cummings, Professor of Mathematics; John Lynch, Professor of Physiology; B. B. Babbitt, Professor of Natural Philosophy; Henry J. Fox, Professor of Hhetoric and English Literature."

Medal Presented to Atlanta Negro

ATLANTA, Oct. 8 (AP)—David T. Howard, Negro business man, today was awarded a medal by the 27 club composed of Negroes, for 50 years' community leadership among members of his race in Atlanta.

Mayor James L. Key described Howard as "more than a man, he is and his life has been an institution. We need men of his character to stabilize this community in days of uncertainty."

Other spekers at the presentation, attended by several hundred white persons and Negroes, included W. R. Ulrich, secretary of the chamber of commerce and Ben J. Davis, Negro leader.

Dr. W. W. Alexander, president of the Interracial commission, presented the medal.

Another Doctor on U. of I. Staff

CHICAGO (ANP)—Dr. Homer V. Wilburn, well-known practitioner, has been named to an assistant professorship on the faculty of the University of Illinois.

Three months ago, Dr. Roosevelt Brooks, ear, nose and throat specialist, received an assistant professorship from the university.

DR. WILBURN GETS POST ON U. OF I. STAFF

Recognition was again given a member of the Race by the president and board of trustees of the University of Illinois when just recently Dr. Homer V. Wilburn, prominent physician and surgeon here for the last 11 years, was appointed to the medical school faculty as an assistant in the department of internal medicine.

Dr. Wilburn

Dr. Wilburn is a graduate of the medical school of the University of Illinois and studied at the University of Chicago medical school under a fellowship. He served his interneship at the Kansas City General hospital. He received his literary education and also did post-graduate work at the University of Kansas.

For some time Dr. Wilburn has been a member of the staff of Provident hospital and just recently he was selected as an associate attending physician in the internal medicine department at the hospital. The physician is an active member of the Cook County Physicians association and last year was its president.

In his new work at the University of Illinois, Dr. Wilburn has been assigned to the Illinois Research hospital and will conduct clinical and instructional classes. Some time ago Dr. Roosevelt Brooks was given a position on the U. of I. medical staff.

Social Worker Sails For European Visit

NEW YORK, Oct. 12—(ANP)—Miss Thyra J. Edwards, well-known social worker of Chicago, sailed on the S. S. Lafayette, Saturday for London, England. Miss Edwards who will land at Plymouth, England, will spend a week's holiday visiting Devonshire and the Shakespearian country, after which she will be in London for a week, lecturing under the auspices of the Council of Friends, on the subject of "Contemporary Social Forces In American Negro Life."

From London she sails on the Scandinavan line for Denmark, where she has a six month's scholarship at the International People's College at Helingsfors. Her particular pursuit will be in worker's education and international relations. She is preparing herself to aid in spreading class interpretation of economics and social forces.

In the spring she goes to Hamburg, Germany, at the invitation of Dr. Mendelssohn Bertholdy of the University of Hamburg, where she is scheduled for conferences with the student groups concerned with international relations. On her return to the United States next year, she expects to conduct a series of seminars, particularly in southern colleges.

Scholarship and Other Distinctions.

Dr. McMillan Now from Univ. of Bonn

Afro-American 7-8-33 Baltimore Md.

LOUIS K. McMILLAN (second from left), former AFRO circulation manager, received the degree of doctor of philosophy at the University of Bonn in Germany, June 23. Returning home by way of Paris, he expects to reach Baltimore August 4. Photo shows the new doctor with several of his German comrades.

Dr. McMillan is a bachelor of theology from Yale University and for a while taught at Shaw. He began there the revolution which brought to that school (with the help of the AFRO) its first colored president, Dr. Stuart Nelson. Jim Crow among faculty in dormitories and dining halls was wiped out.

Rich Gold Strike Made by Negro While Lost; Easterners Swarm to Royal Gorge Camp

New York Times

COPPER GULCH, Col., July 5.—Because a gray-haired Negro became lost on a copper-colored mountainside at the edge of dazzling Royal Gorge, there's a new stream of glittering gold and silver wealth flowing out of Southwestern Colorado.

New York

For forty-seven years Robert Hoard scratched out of the mountains a scant living for himself and wife and their children. A few weeks ago "Old Bob," now 61 years old, left his family in Canon City and started toward Westcliffe, hoping to get a grubstake, as he'd been doing for years. 7-7-33

He took through the mountains a short cut which led into unfamiliar surroundings. The surface formations of the region caught the prospector's eye, and the more he picked around in the rocks the surer he was that he had found real "pay dirt" at last.

Ignoring hunger—he had brought along only meager provisions—Hoard stayed three days, digging. Satisfied, he gathered up a bag of ore samples and, half-starved, hurried back to Canon City.

His "find" was verified. "Old Bob" had hit rich gold. His samples assayed $80 a ton and more.

When his discovery became known, the trails to Copper Gulch swarmed with miners, and every foot of ground within several miles of Bob's "hole" was soon staked out.

Overnight the gulch became a young Klondike. Miners are camped almost as thick as the pines in the canon, most of them living in tents, a few in crude lean-tos." All day long they drive their shafts—slow and tedious work with only picks, bars and sledges to break the ore and bucket windlasses to hoist it to the surface.

There are no roads up the gulch, but Fremont County officials have started to build a wagon road. There is no railroad closer than Parkdale, where the Denver & Rio Grande Western enters the Royal Gorge. To this thirty-mile distant place the miners will truck their ore when the wagon road is finished.

Easterners abound in the mining camp. Without money, equipment or knowledge of mining, they watch and learn and take miners' promises of a "split" in return for their labor. At night, around the camp fires, they listen to the old miners' tales with awe.

The tenderfeet saw some gun play among the early arrivals in camp right after Hoard's discovery. An argument developed over naming the place. Some wanted it called "Hoardville," others "New Deal." The compromise selected was Copper Gulch, after six-shooters had been flourished and heated debate had taken place.

Gets Scholarship

Afro-American 7-8-33 New York

MISS DOROTHY MAE WALLACE of 1890 Seventh avenue, who was graduated from Washington Irving High School last week, received the Meriel Williard scholarship. The first Negro to be awarded this prize, she will enter Pratt Institute next term and major in costume design.

Rosenwald Fellowship In Music Awarded to Mrs. Jessie C. Dent

Kansas City Call 7-7-33 Kansas City, Mo.

NEW ORLEANS.—(ANP)—Mrs. Jessie Covington Dent of New Orleans has been awarded a fellowship in music by the Julius Rosenwald Fund for study on her Master's Degree at Oberlin college.

Mrs. Dent is a graduate of the Oberlin College Conservatory of Music, having received her B. M. degree in 1924. She is a member of Phi Kappa Lambda, honorary music society. From 1924 to 1928 Mrs. Dent was a fellow in music at the Julliard Foundation, which enabled her to study privately under Madame Olga Samaroff, James Friskin, and Franklin Robinson.

During the years 1928 and 1929 she taught piano in a private studio in Houston. From 1929 to 1931 Mrs. Dent taught piano at Bishop college.

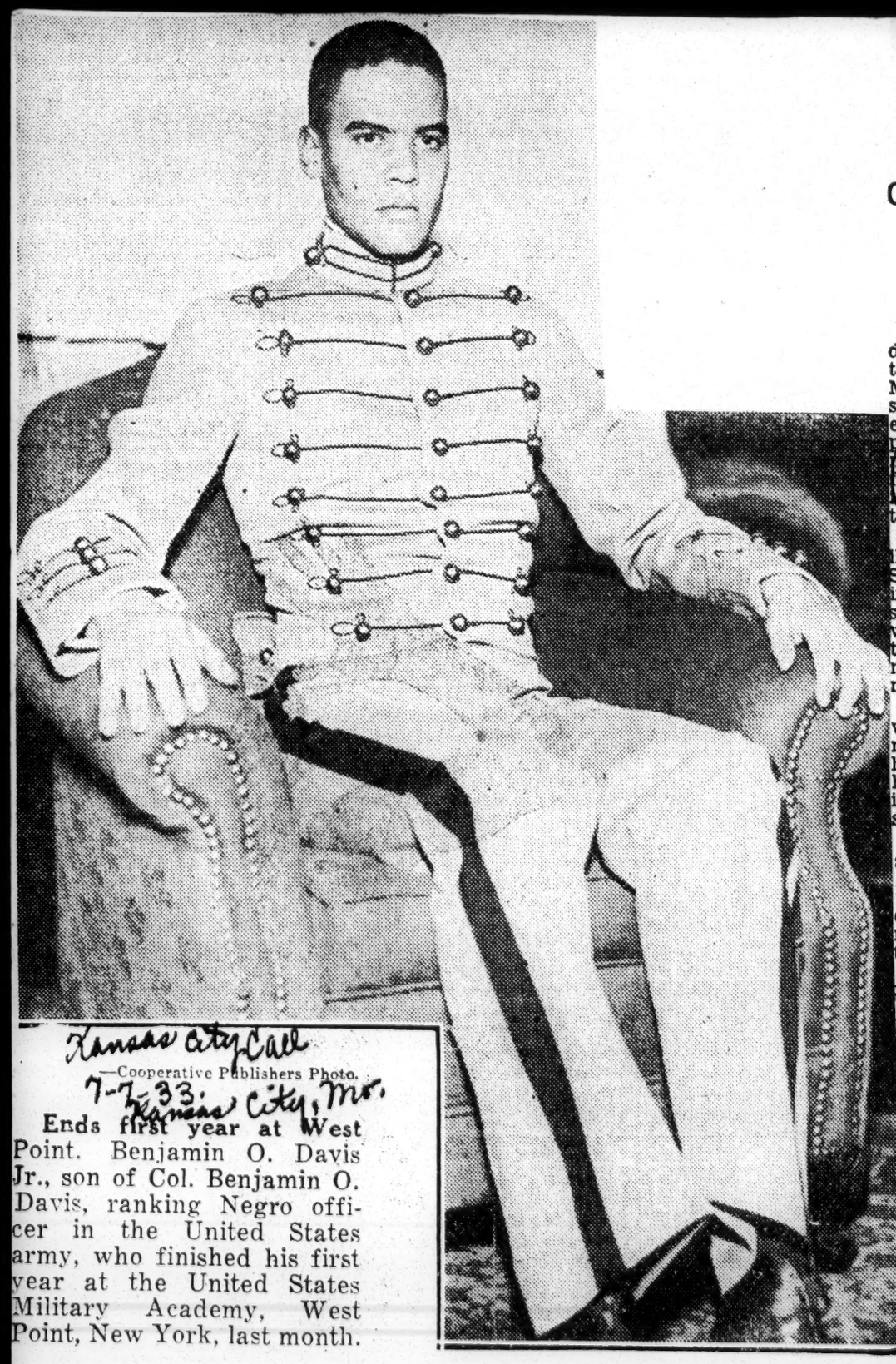
Mrs. Dent has given piano recitals throughout the South and in the New England states. In the review of her concert performances critics of metropolitan newspapers have stated that Mrs. Dent possesses excellent technique and a fine sense of spiritual values contained in the music of Beethoven and the Brahms series.

Honor Graduate

MISS HERMIONE ROBINSON

Annapolis 7-8-33 Afro

Among the seven Negro graduates of Glassboro State Normal School, N. J., she won honors for 3 years in extra curricular activities, and was the only Negro participant on the commencement program.



—Cooperative Publishers Photo.

Ends first year at West Point. Benjamin O. Davis Jr., son of Col. Benjamin O. Davis, ranking Negro officer in the United States army, who finished his first year at the United States Military Academy, West Point, New York, last month.

Kansas City Call
7-7-33
Kansas City, Mo.

Youthful Medic Back Home Loaded Down With Degrees

Guy Errington Kerr's Not Interested in Violin Only Now

Weighted down with a string of distinguished medical degrees from the equally distinguished King's Medical College of London University, Guy Errington Kerr has returned to Harlem with a twofold purpose to spend summer with his mother, and to apprise his many friends and well-wishers here that he is in love with England and intends to practice over there.

At 402 West 150th street, the family residence, the elderly Mrs. Lillyan Scott Kerr recalled Monday afternoon in a tone of pride that her talented son had achieved his life's ambition when he received from the head of the university at this year's commencement the degree of doctor of medicine.

His premiums to that title, which he wears with the same grace and modesty with which he shouldered his honors as a brilliant violinist, is held by his friends to constitute an inspiring story of exemplary scholarship.

Hailing originally from Colon, Panama, the now 26-year-old medico graduated in 1927 from City College with the degree of bachelor of science. In 1928 he went to London to matriculate in King's College, capturing the Rabbeth prize and the coveted Hughes' memorial scholarship for proficiency in anatomy on his way to the degrees of bachelor in medicine, bachelor in surgery and finally his doctorate.

Studied Violin, Too.

There will be no more of those brilliant violin concerts for which he was famous up to five years ago, but his family will assure you that he still retains his enchanting mastership over the instrument. They will tell you that Dr. Kerr enjoyed the distinction of having as a violin pupil in London Dr. R. G. Gladstone, the eminent British embryologist, great-grandson of England's Victorian era prime minister and son-in-law of Ramsay MacDonald, the present Premier.

But the question that many of his friends have been asking—Just why has Dr. Kerr given up America for England?—must wait a while. The young physician is visiting in Washington and his family would not venture an opinion.

Amsterdam News
7-12-33
New York, N.Y.

Guy Errington Kerr.

Miss Thyra Edwards Gets Scholarship in Denmark

CHICAGO, —(ANP)— Miss Thyra J. Edwards, one of Chicago's best known social workers, has just been notified that she has been awarded a scholarship at the International People's college in Denmark. Miss Edwards will leave for the Danish country October 1.

She is at present employed as a senior case worker in the Unemployment Relief Service here, having returned to this city after the closing of Brookwood college, Katonah, N. Y., where she was a student last year.

Call & Post
7-14-33
Cleveland, Ohio

Gets State Post

Amsterdam News Photo.

A HIGH RATING in the state civil service examination has won for Miss Rebecca Spurlock of 215 West 139th street the position of health area guide of the Russell Sage Foundation library's bureau of research of the social service department. She is employed by the state.

Miss Spurlock, a former teacher in P. S. 5, is a graduate of Virginia State College, and specialized in primary teaching. She pursued further studies at Columbia University.

Amsterdam News
7-12-33
New York, N.Y.

Education - 1933

Scholarship and Other Distinctions.

Camden, S. C. Chronicle
June 9, 1933

Would Award Negro For Rescuing Child

Dr. C. F. Wimberly was the guest speaker at Thursday's Rotary meeting at the Camden Hotel. George Creed had charge of the program. Dr. Wimberly's subject was the "New Challenge." During his talk he took time to call the club's attention to the rescue of a little white boy on Saturday by a small negro boy, who risked his life in a fire to drag the white boy to safety, just in time to save him from a horrible death. The little white boy was badly burned, and Dr. Wimberly said that he hoped the Rotary Club would take steps to have a Carnegie medal awarded the colored boy for his heroism.

President Vardell Walsh of the Club asked the service committee of the club to make a report on the rescue at the next meeting.

Rotarian Roland Goodale asked that the Rotarians furnish the Camden Floral Company with the names of shut-in who would like to have flowers on Sunday. That day is the National Flower Day and his company will deliver flowers to shut-ins on that day.

C. A. Willard, of Bridgeport, Conn., and an official of the Hermitage Cotton Mill, was the guest visitor of R. B. Pitts. The visiting Rotarians were S. H. Edmunds, E. B. Boyle, C. M. Brand, W .C. Eldredge and John Wilson, all of the Sumter club.

The program next week will be in charge of John K. deLoach and the following week Roland Goodale will have the program.

Honors at Williams

JOHN DAVIS GRADUATES SUMMA CUM LAUDE—GOT THIRD HIGHEST HONORS

Williamstown, Mass., June 20, 1933.—John A. Davis is graduating from Williams College with third highest honors this month. A member of Phi Beta Kappa, honorary scholarship society, he receives his degree, summa cum laude. A winner of several literary prizes during his senior year, it is his intention to devote himself to literature.

Mr. Davis will take a post graduate course at Chicago University to obtain his PhD. degree and from there it is his intention to study anthropology at the London Royal Anthropological Institute in London, England.

His brother, W. A. Davis, who is studying anthropology in London was also an honor graduate of Williams class of 1924, and also was a Phi Beta Kappa member.

Their mother is Mrs. G. B. Davis of Washington, D. C. A sister, Miss G. B. Davis, who is a graduate of Smith College, is an English teacher at Browne Prep School in Washington, D. C.

Doctor of Philosophy At Twenty-six Years

CHICAGO, June 6—(ANP)—Climaxing a brilliant scholastic career, Dr. Albert Durham has just been awarded the degree of Doctor of Philosophy by the University of Chicago. Dr. Dunham who is but 26 years old, undoubtedly one of the youngest members of the group ever to receive so high a distinction, is a graduate of the University of Chicago, where he won the Phi Beta Kappa Key and also took his Master's degree. He studied at Harvard prior to beginning his teaching career at Howard University, where he is a member of the faculty.

HONOR GRADUATE

JOHN A. DAVIS, who finishes Williams College with third highest honors.

Negro Graduates From Williams College With Third Highest Honors

WILLIAMSTOWN, Mass.—John A Davis is graduating from Williams College, with third highest honors this month. A member of Phi Beta Kappa, honorary scholarship society, he receives his degree, summa cum laude. A winner of several literary prizes during his senior year, it is his intention to devote himself to literature.

Mr. Davis will take a post graduate course at Chicago University to obtain his PhD degree and from there it is intention to study anthropology at the London Royal Anthropological Institute in London, England

His brother, W. A. Davis, who is studying anthropology in London was also an honorgraduate of Williams class of 1924, and also was a Phi Beta Kappa member.

Their mother is Mrs. G. B. Davis of Washingtin, D. C. A sister, Miss G. B. Davis, who is a graduate of Smith College, is an English teacher at Browne Prep School in Washington D. C.

Two Awarded Ph. D. Degrees

CHICAGO, June — (ANP)—Climaxing a brilliant scholastic career, Dr. Albert Dunham has just been awarded the degree of doctor of philosophy by the University of Chicago. Dr. Dunham who is but 26 years old, undoubtedly the youngest member of the group ever to receive so high a distinction, is a graduate of the University of Chicago, where he won the Phi Beta Kappa Key and also took his Master's degree. He studied at Harvard prior to beginning his teaching career at Howard university, where he is a member of the faculty. He has contributed a number of articles to the Journal of Philosophy and is now engaged in writing an article for the Journal of Ethics.

COLUMBUS, Ohio.—(ANP)—At the annual commencement of the University of Ohio, Monday, June 12, a remarkable distinction was made to the very limited number of colored women holding the degree of doctor of philosophy. When the graduate school of the university, through its board of trustees and upon the recommendation of its faculty committee, granted the degree of Ph. D. in bacteriology, to Ruth Ella Moore.

Miss Moore, who is perhaps our most youthful doctor, is a product of Columbus public and high schools. She received her B. A. degree from Ohio university in 1926 and became an M. A. from the same institution in 1927. From 1927 through 1929 she taught at Tenn. State College, returning to Ohio to register for work toward the doctorate in 1930. She is a member of Epsilon Chapter of the Sigma Theta Sorority.

She is the daughter of Mr. and Mrs. William Moore of Columbus.

CHIP O' BLOCK

This is Mary R. Tobias . . . yes, you guessed it . . . daughter of the Charles H. Tobiases of New York City. The lovely Mary received her Bachelors Degree from New York University last week. She majored in Fine Arts and English and finished the course in three and a half years.

7 GET DEGREES FROM HARVARD, 12 FROM B.U.

47 Students Graduated from Leading New England Colleges.

BALTIMOREAN EARNS AN LL.B.

Two Elected to Phi Beta Kappa.

BOSTON, Mass.—(Carroll News Service)—Forty-seven students were among the graduates upon whom degrees were conferred at New England commencement exercises, held last week.

In the list were men and women from Baltimore, Washington, seven; Atlantic City and Newark, N.J.

Harvard

B.S. IN ENGINEERING—Charles H. Bruce, Jr., Somerville, Mass., who was awarded several university scholarships.

M.A.—Joseph Jenkins, of Washington, D.C., who was graduated from Hamilton College in 1928, where he was elected to Phi Beta Kappa.

William E. Harrison, of Boston, Harvard A.B., '32, who continued the scholarly work which he began as an undergraduate, when he established for himself a reputation in English by winning the Bowdoin and Ruskin prizes for essays in his field of concentration.

George Goodman

Frank M. Snowden, Jr., Boston, Mass., Harvard, '32, who pursued graduate studies in the classics and maintained a scholastic average

equaling that of his undergraduate record. While at Harvard Snowden won the Bowdoin prize for attainment in the classics and was awarded four university scholarships.

M.B.A.—H. Naylor Fitzhugh, of Washington, D.C., Harvard, '30.

LL.M.—William Hastie, of Washington, D.C., who receive his LL.B. from the Harvard Law School, where he won the distinction of being elected to the Harvard Law Review, one of the most coveted honors awarded at that institution. Mr. Hastie is a graduate of Amherst, where he was president of Phi Beta Kappa.

LL.B.—John Davis, of Washington, D.C., who is a graduate of Bates College.

At Harvard there were several students who were working on their doctorates. Among these were the following: William Dean, of Baltimore, recently appointed professor of economics at Atlanta University; Booker T. McGraw of Chicago, and R. Clifton Weaver, of Washington, all of whom have spent the year preparing their theses for the doctorate in economics.

Wellesley

A.B.—Enid Lucas, of Atlantic City, who was awarded a graduate fellowship to continue her studies in German. Miss Lucas plans to spend the summer in Germany.

Charlotte Crawford, of New Haven, Conn.

Mass. Institute of Technology

M.S.—Erskine G. Roberts, of Boston, Mass., who is a graduate of Northeastern University.

Williams College

A.B.—John A. Davis, of Washington, D.C., who, following in the footsteps of his brother, Allison, was elected to Phi Beta Kappa.

Boston University

D.D. HONORARY—Willis J. King, of Atlanta.

M.A.—George W. Goodman, of Hartford, Conn., who is now executive secretary of the Boston Urban League.

William H. Robinson, Joshua O. Williams, Wilbur A. Henderson, Kelley L. Jackson, Mrs. Inez B. Miller, Miss Edith M. Foster, Pritchett A. Klugh, who received his A.B. from Harvard.

A.B.—Evelyn (nee Johnson) Cardozo.

Ed.M.—Margaret Dorsey Cartwright, Olive H. Denniston.

LL.B.—Gregory Hawkins, of Baltimore, who received his A.B. from Columbia; John H. Pope, of Knoxville, Tenn.

B.S. IN EDUCATION—Rosamond Campbell.

B.B.A.—Robert E. McKee.

Bates College

A.B.—Robert A. Johnson, of Cambridge, Mass.; Reynold E. Burch, of Lewiston, Maine; Marjorie R. Arlington, also of the Pine Tree State.

Tufts College

B.S. IN ENGINEERING—Joseph Walker, of Cleveland, who was ranking scholar in his class and captain of the College Tennis Team.

Amherst College

A.B.—James A. Curtis, of Newark, New Jersey.

Radcliffe College

A.B.—Eugenia Alexander, of Boston, Mass., who was graduated "cum laude."

Mass. College of Pharmacy

Phm.G.—Clifford A. Crawford, of Malden, Mass.

University of Vermont

A.B.—Frederick J. Douglass, 3rd, of Washington, D.C., also an outstanding athlete.

Simmons College

B.S.—Dorothy G. Williams, of Madison, Conn., who concentrated in library science; Dorothy B. Fassitt, of Boston, Mass., (social work).

Pembroke College

A.B.—Suzanne G. Payne, of Washington, D.C.

Suffolk Law School

LL.B.—Joseph R. Percira, Neill Louis Cropp.

Brown University

A.M.—Shealey O. Roberts.

Boston Teachers' College

Ed.M.—Edith Foster, Inez Miller.
B.S.—Rosamond Campall.

Yale Divinity School

Edward G. Carroll, Josephus R. Coan.

International Y.M.C.A. College

Ernest A. Tansor, Rudolph T. Wheeler.

Ph.D. AT TWENTY-SIX

CHICAGO, June 22.—Dr. Albert Dunham was awarded the degree of Doctor of Philosophy last week by the University of Chicago.

Twenty-six years old, and a Phi Beta Kappa Key man, he is the youngest Negro ever to receive such a distinction.

Granting Of High Academic Degree To John M. Ellison Recalls Career

By G. G. SINGLETON
Special To Journal and Guide

PETERSBURG, Va.—The Rev. Doctor John M. Ellison, above Research professor in rural sociology at Virginia State College, who had the doctor of philosophy degree conferred upon him by Drew University at the current commencement exercise now joins the ever-increasing army of teachers who have earned the highest academic degree. Dr. Ellison has just returned here after two successive years of study, part of which was done at Columbia University and Union Theological Seminary.

Receiving his early education at Virginia State College and Virginia Union University, Dr. Ellison has had a colorful and varied scholastic career which has taken him into some of the leading institutions of learning in the country. He graduated from Virginia Union University in 1917, receiving the bachelor of arts degree in education.

In 1926 he entered Oberlin College from which institution he earned both a bachelor's and a master's degree in religious education and philosophy. The remainder of Dr. Ellison's study was done at Drew, Columbia and Union Theological Seminary.

Active In Many Fields

For many years Dr. Ellison has been active in the educational and religious activities of the state, as a high school principal, church pastor, college religious director, and leader of the people. From 1917 to 1918 he was principal of Northern Neck Industrial Academy, and Northumberland County Training School claimed his services as principal from 1918 to 1926. During all these years he was at the same time pastor of Shiloh Baptist Church, Northumberland County and Moderator of the Northern Neck Baptist Association.

Coming to Virginiia State College in 1927, Dr. Ellison has since served the institution as professor of sociology and philosophy, and director of religious activities.

In 1929, upon the recommendation of President John M. Gandy, he was appointed to the staff of Virginia Polytechnic Institute, as special assistant in rural sociology and research. In this capacity Dr. Ellison investigates social and economic conditions among Negroes in rural Virginia and releases his findings to the public through the Virginia Agricultural Experiment Station.

Holds Unique Position

Funds for this phase of his work are provided by the Federal government through what is known as the Purnell Act. At the present time Dr. Ellison is the only Negro in the United States engaged in research work under this act.

In connection with his research work at Virginia Polytechnic Institute, he has released two bulletins, "The Negro Church in Rural Virginia" and "Typical Rural Communities in Virginia." Both of these publications have been widely read. A third publication on "Negro Organizations and Leadership in Relation to Rural Life in Virginia," will be released in the near future.

Others Near Doctorate

Of a large group of Virginia State College teachers, who have done advanced study in keeping with the policy of the faculty, Dr. Ellison is the first to receive the doctorate degree.

Others who are approaching the coveted degree, most of whom have passed the preliminary examinations and have spent a year or more in study beyond the master's degree, are the following:

James H. Johnson, A. B. A. M., history, University of Chicago; director of division of arts and sciences and professor of history.

Miss Edna M. Colson, A. B., B. S., M. A., education; advanced study, Columbia University; director division of education and professor of education.

Hermanze E. Fauntleroy, B. S., M. E., industrial education; Purdue University; director of division of mechanic arts and professor of industrial education.

Luther P. Jackson, A. B., A. M., history; advanced study, history, Chicago University; head of social science unit and professor of history.

John M. Hunter, S. B., M. S., physics; advanced study, physics, Cornell University; head of science-mathematics unit and professor of physics.

Rose Butler Brown, Ed. B., Ed. M., Education; Advanced study, Harvard University; head of extension service for teachers and professor of education.

Ella Louise Hunter, A. B., Ed. M., mathematics, advanced study, Harvard University and University of Michigan; acting chairman of mathematics department and associate professor of mathematics.

Threase Byra Wilson, A. B., M. A., English; advanced study, University of Pittsburgh; associate professor of English.

Orleanis Reid, Jr., B. S. A., M. S., Agricultural economics; advanced study Cornell University; instructor in agricultural economics.

Oxley To Lecture At University Of North Carolina

RALEIGH, N. C.—Lieut. Lawrence A. Oxley, director of the State Division of Negro Welfare and Federal Relief, has been named as one of the special lecturers in the graduate school of public administration at the University of North Carolina from June 19 to July 14.

Lieut. Oxley has spoken at the University of North Carolina to special groups on numerous occasions during the past five years, but his appointment as a faculty member and special lecturer marks the first time that a Negro has appeared in this capacity at the university.

Investigates Death Case

Governor J. C. B. Ehringhaus last Friday directed Lieut. Oxley to make a thorough investigation of the facts in the case of Mrs. Sara Black, convicted of first degree murder in Wilson County and sentenced by Judge R. Hunt Parker to be electrocuted at the State's Prison on Friday morning, June 30.

This case marks the first conviction on a special charge of a Negro woman in the history of the state, and the second of a woman in the history of the state, the other case being that of Ida Ball Warren, white, convicted in Durham County about ten years ago. Her sentence was later commuted to life and she was recently paroled by Governor Gardner.

Quite a bit of feeling has been created in the state over the fact that a Negro woman is facing death in the electric chair, particularly in the face of the fact that her accomplice, Robert Collins, who was convicted as an accessory before the fact, received a sentence of thirty years. The slain man was Mrs. Black's husband.

Carnegie Award

Education-1933

Scholarship and Other Distinctions

Alabama Negro Given Carnegie Heroism Medal

1-26-33

PITTSBURGH, Jan. 25.—(P)—One of two silver medals awarded today by the Carnegie Hero Fund Commission went to W. Randolph Flowers, 43-year-old negro farmer of rural Route 2, New Brockton, Ala.

Flowers rescued Carey Boutwell, 43-year-old well digger from a cave-in at a well near New Brockton on Jan. 6, 1932 to win the unusual medal. Most of the Carnegie awards are of bronze.

Boutwell was trapped at the bottom of a 36-foot well by a cave-in, buried in an erect position under three feet of sand.

Others refused to enter the well, many believing the well-digger dead, but Flowers stood on a timber crib as the crib was lowered, climbed down and shoveled sand. He maintained his position even when the crib tilted sharply and threatened to fall. He finally dug to the imprisoned man's waist, fastened a rope about him, and both were pulled from the well. Boutwell was revived.

CARNEGIE FUND RECOGNIZES 30 WHO WERE BRAVE

Negro Hero In One Case And Victim In Another

PITTSBURGH, Pa.—(ANP)— At the twenty-ninth annual meeting of the Carnegie Hero Fund Commission, held at its offices in the Oliver building, thirty acts of heroism were recognized. In two cases silver medals were awarded and in twenty-eight bronze medals.

Nine of the heroes lost their lives and to the dependents of two of these pensions aggregating $1,920 a year were granted; to parents of three of the others who lost their lives sums aggregating $1,500 were granted to be applied as the commission may approve.

In addition to these money grants, in six cases awards aggregating $3,000 were appropriated for educational purposes, payments to be made as needed and approved; and in fourteen cases awards aggregating $12,500 were made for use for the purchase of homes or for other worthy purposes as needed.

Payments in the one-sum cases will not be made until the beneficiaries' plans for the use of the awards have been approved by the Commission. Awards involving Negroes follow:

M. Randolph Flowers, Rural Route 2, New Brockton, Alabama, was awarded a silver medal. Flowers, aged forty-three, farmer, rescued Carey Boutwell, white, aged forty-one, a well-digger, from a cave-in a well, at New Brockton, Ala., Jan. 6, 1932. While Boutwell was at work at the bottom of a well thirty-six feet deep, the wall collapsed and Boutwell was buried in an erect position under three feet of sand. The sides of the well remained intact for twenty feet below the surface.

Heroism Described

Men refused to enter the well because they thought there was danger of additional collapses, and some thought Boutwell was dead. Steadying himself by a rope, Flowers stood on a timber crib as the crib was eighty feet to the sand and shoveled the sand and sent it to the top in a bucket. He worked rapidly; and as he was digging at one side, the crib tilted sharply and threatened to fall horizontally. Flowers then quickly dug at the other side, and the crib became upright.

Flowers worked for more than two hours and removed the sand to Boutwell's waist. The crib had then been lowered until the top was twenty-two feet below the surface and two feet lower than the over-hanging intact walls. Flowers fastened a rope around Boutwell's chest and tied another rope to himself, and both were pulled out of the well. Boutwell was revived.

White Girl Saves Negro

Evelyn E. Overstreet, white, Grace Avenue, Panama City, Florida, was awarded a bronze medal. Miss Overstreet, aged ten, school-girl, saved Willie S. Hicks, 12 year-old colored school-boy, from drowning at Panama City, Fla., July 25, 1931. Hicks, who could not swim, jumped into water nine feet deep from a boat-landing alongside a dock at a point a hundred feet from the shore of Saint Andrews Bay and was submerged twice.

Evelyn, who was much smaller and lighter than Willie and who was urged by her older sister not to attempt to aid Willie, jumped from the landing down two feet into the water and swam a stroke to Willie.

He seized her around the body with both arms, and both were momentarilly submerged. Evelyn kicked Willie on the legs, and he released his hold. She then had him hold to her foot, and she swam, towing him twenty feet to wadable water.

Negro Farmer Gets Carnegie Medal and $1,000 For Rescue

2-18-33

ENTERPRISE, Ala.—The boldness and valor of W. Randolph Flowers, 43-year old Negro farmer near here resulted in his receiving a $1,000 check and the Carnegie Hero Award He saved the life of Carey Boutwell, 43, a white farmer from a cave-in while they were digging a well, near New Brochton, Ala., on January 6, 1932.

Boutwell was trapped at the bottom of a 36-foot well by the cave-in. He was buried in an erect position under three feet of loamy sand. Others refused to enter the well and many believed the well-digger dead. But Flowers stood on a timber curb as the curb was lowered, climbed down and shoveled sand doggedly. He maintained his position even when the curb creened, reeled, tilted sharply and threatened to fall. Finally he dug to the imprisoned man's waist, fastened a rope about him and both were pulled to safety. Dazed by the congested confinement and in a state of collapse, it was some time before Boutwell was revived.

ONLY 2 AWARDED CARNEGIE HERO MEDALS IN 1932

PITTSBURGH.—Of the 86 persons receiving awards from the Carnegie Hero Fund Commission in 1932, only two are colored.

Raymond T. Freeman, 17, of Osceola, Mo., was awarded a bronze medal and $500 for saving Jack Sanders, 10-year-old white boy from drowning on June 2, 1931, while W. Randolph Flowers, 43-year-old farmer of New Brockton, Ala., was awarded a silver medal and $1,000 for rescuing Carey Boutwell, white well-digger, from a cave-in in a well on January 6, 1932.

Recounting the heroism of young Freeman, the commission's report says: "Raymond T. Freeman, aged 17, laborer, saved Jack Sanders, aged 10, from drowning, Osceola Mo., June 2, 1931. Jack fell from a rock ledge into the Osage River and was carried to a point six feet from the base of a dam, where the water was eight feet deep. A heavy flow of water was dropping twelve feet over the dam, and the water was turbulent and foamy.

Fully Clothed

"Freeman, fully clothed, jumped from the ledge and swam a few feet to Jack. Holding Jack, who grasped him and tried to climb upon him, Freeman swam eight feet and got footing on a submerged part of the ledge in water to his neck. A man on the ledge helped them to get out."

The sum of $500 awarded with the medal is designated "for a worthy purpose as needed."

Of Mr. Flowers, the report says: "While Boutwell was at work at the bottom of a well 36 feet deep, the wall collapsed; and Boutwell was buried in an erect position under three feet of sand. The sides of the well remained intact for 20 feet below the surface. Men refused to enter the well, because they thought there was danger of additional collapse, and some thought Boutwell was dead.

Faces Death

"Steadying himself by a rope, Flowers stood on a timber crib as the crib was lowered from the surface down to the sand about Boutwell. He climbed down in the crib eight feet to the sand and shoveled the sand and sent it to the top in a bucket. He worked rapidly; and as he was digging at one side, the crib tilted sharply and threatened to fall horizontally. Flowers then quickly dug at the other side and the crib became upright.

"Flowers worked for more than two hours and removed the sand to Boutwell's waist. The crib had then been lowered until the top was 22 feet below the surface and two feet lower than the overhanging intact walls. Flowers fastened a rope around Boutwell's chest and tied another rope to himself, and both were pulled out of the well. Boutwell was revived."

Last year awards went to Garfield B. Muse, 45, brakeman, O'Keefe, W.Va., and Cresencio D. Fernando, a Filipino, 30. Three awards to colored were made in 1930, to Robert L. Pope, 53; Thomas F. Gasperry, 39; and to Lynn P. Collins, 25. Awards in 1929 went to Henry S. Potter, Jr., 13, and to John Crockett, 46.

DISCONTINUE MME. WALKER'S ANNUAL AWARD

N. A. A. C. P. to Continue Medal Awards for 'Best Service'

NEW YORK.—(ANP) — The Mme. C. J. Walker medal has been discontinued according to an announcement made Monday at the offices of the N. A. A. C. P. which annually awarded it.

Dean William Pickens who had charge of that phase of the work said: "In 1928 I secured from the Mme. C. J. Walker company of Indianapolis, Indiana an annual award of one gold medal and two scholarships for highest achievements each year among those striving to help the American Negro through the N.A.A.C.P., and not being connected with the national office as paid employee.

"After a few years, the scholarships were discontinued but the medal has been given annually, the last one for 1933 going to Dr. O. A. J. McPherson of Birmingham, Ala., for his courageous work in connection with the Scottsboro and Willie Peterson cases and for reviving the N.A.A.C.P. in Birmingham against great odds, for the reorganization of the branch in Birmingham."

Dr. McPherson sponsored several large mass meetings to be addressed by the field secretary of the N.A.A.C.P. at a time when feeling was so intense that most people in Birmingham were afraid to be responsible for such meetings.

"Dr. McPherson is the ninth and the last person to receive the "Madame C. J. Walker Gold Medal," as the company finds it necessary to discontinue the annual donation temporarily. But it is expected that the N.A.A.C.P. will continue the annual award of a gold medal, perhaps an 'N.A.A.C.P. Gold Medal,' to the member conducting the best service, as usual."

Savannah, Ga., News
July 11, 1933

DR. WORK STRESSES NEED OF CO-OPERATION

Tuskegee Professor Speaks at State College

Dr. Monroe N. Work of Tuskegee Institute, Tuskegee, Ala., one of the outstanding negroes of the country, yesterday addressed the summer school students at the Georgia State College of Agriculture at Thunderbolt.

Dr. Work gave his idea of what part he thinks the negro should play in the new deal of President Roosevelt. He stressed the need for co-operation. He said that he thought that the South should include the negroes in whatever is undertaken under the recovery measures, for, he reminded the audience, the negro plays a tremendous part in the economic life of the South. By raising the standard of living of the negro, the commercial and industrial life of the South will be increased in proportion. He believes, he said, that one result of the efforts to pull away from the depression will be greater co-operation between the races. He spoke of individual contributions the negroes have made to science, industry and sociology in the past and held up the various racial leaders as men well worth exemplifying. He was introduced by President B. F. Hubert of State College.

Dr. Work is editor of the Negro Year Book. Primarily a statistician, he takes time off, however, to exchange views with leaders of his race and the white race in numerous universities and only recently participated in the interracial conference at Washington, which he and Prof. Hubert addressed.

Savannah, Ga., News
July 10, 1933

DR. MONROE WORK TO SPEAK AT COLLEGE

Is Director Of Research At Tuskegee Institute

Dr. Monroe N. Work, director of the records and research department of the Tuskegee Institute, will be the speaker at the noon assembly today at the Georgia State Industrial College. The session will begin at 11:30 o'clock today instead of 12 o'clock.

Professor Work will remain in the city several days before returning home.

Professor B. F. Hubert, president of the college, was formerly associated with Profesor Work before he became president of the college here, both being members of the executive council of the institute in Alabama. Professor Work is an editor of the Negro Year Book, published annually, and is considered by many as one of the outstanding negro educators in the country.

Dr. Work was once a teacher at Georgia State College and is well remembered here.

36 CARNEGIE MEDALS GIVEN FOR HEROISM

Call 12-3-33

Pensions Granted Families Of Those Who Lost Their Lives Saving Others

Kansas City, Mo.

PITTSBURGH, Pa. —(ANP)—Thirty-six acts of heroism were recognized at the fall meeting of the Carnegie Hero Fund commission held here Friday afternoon, October 28. In one case, a silver medal was awarded and in 35 cases, bronze medals were given.

Six heroes lost their lives; and to the dependents of three of these pensions aggregating $1,620 a year were granted; and to parents of two others who lost their lives, sums aggregating $1,500 were granted to be applied as the commission may sanction.

One of the heroes who sustained injuries was granted disablement benefits of $1,000 and a pension of $780 a year. In addition to these money grants, in 11 cases awards aggregating $5,500 were made for educational purposes. In 19 cases awards aggregating $16,000 were made for the purchase of homes or other worthy purposes. Payments in these cases will not be made until the beneficiaries' plans for the use of the awards have been approved by the commission.

One To Widow

Among the bronze medal awards was one to the widow of the late Charles Davis, of Lapile, Ark., and one to Weldon M. Praytor, white, of Lindale, Texas.

Davis, a 24-year-old filling station attendant, died attempting to save Raleigh J. Martin, 29-year-old white baker, from drowning at Lunet, Ark., in May, 1932. While wadding in the Ouachita river, Martin stepped into deep water 25 feet from the bank, began to wave his arms, and drifted five feet farther from the bank.

A man on the bank called to Davis, who was in wadable water, to help Martin. Davis, who was almost fully clothed, swam a few feet to Martin. As he extended his arm to him, Martin threw his arm around Davis's neck. After they were twice momentarily submerged, the man on the bank waded and swam to them and grasped Martin's collar.

Almost immediately Davis grasped the man, and after a struggle, in which all three were submerged and rose, the man broke free, got hold of a fishing pole that was extended to him, and was pulled to wadable water. Martin and Davis sank together and were drowned.

Saved Negro Farmer

Praytor, 21-year-old farm hand, saved Steve Lynch, 60-year-old colored farmer, from suffocation near Lindale, Texas, in July, 1932. Lynch had been overcome by sulphur dioxide in a well 25 feet deep. After other men had refused to enter the well and after the light of a lantern that was lowered was extinguished 10 feet below the top, Praytor with a rope tied around him descended a pipe and was lowered on the rope to Lynch.

Praytor tied another rope, which was held by the men at the top, around Lynch, broke Lynch's hold on the pipe, and raised him a little.

Praytor then began to gasp and was pulled out of the well by the men at the top. He was weak and dizzy. Afterwards, Lynch was pulled out of the well with the rope fixed on him by Praytor, attended by a physician, and regained consciousness two hours later.

TWO PERSONS GET CARNEGIE HERO AWARDS

Afro-American

PITTSBURGH — Two acts of heroism involving colored persons were among 36 such acts cited for bravery medals at the meeting of the Carnegie Hero Fund Commission held here Friday. 12-4-33

Among the bronze medal awards was one to the widow of Charles Davis, deceased, of Lapile, Ark. and one to Weldon M. Praytor white, of Lindale, Texas.

Davis, 24-year-old filling station attendant, died attempting to save Raleigh J. Martin, 29-year-old white baker, from drowning at Lunet, Ark., in May, 1932.

Praytor, 21-year-old white farm hand, saved Steve Lynch, 60-year-old farmer, from suffocation near Lindale, Texas, in July, 1932. Lynch had been overcome by sulphur dioxide in a well 25 feet deep.

Education - 1933

Spingarn Award.

Scholarship and Other Distinctions.

18TH SPINGARN MEDAL GOES TO MAX YERGAN

Afro-American

"Y" Secretary Awarded Honor for Work Done in S. Africa.

Baltimore, Md.

COLOR BAR THERE WORSE THAN U.S.

Natives Are Absolutely Under an Iron Heel.

NEW YORK—Max Yergan, American Y.M.C.A. secretary who has worked for ten years among the native students of South Africa, has been awarded the eighteenth Spingarn medal, for 1932 the committee announced this week. The committee statement says:

Max Yergan

"He is a missionary of intelligence, tact and self-sacrifice, representing the gift of co-operation and culture which American Negroes may send back to their Motherland; and he inaugurated last year an unusual local movement for interracial understanding among black and white students."

Bitter Race Feelings

Mr. Yergan was born in Raleigh, N.C., and is a graduate of Shaw University. In choosing South Africa for his work, he went into a land with much more color prejudice and cruelties based on color than the United States. In South Africa the natives are herded into reservations and limited to the poorest land. If diamonds or precious metals are found on their land they must get out without being paid any damages; they are simply transferred to other land and the government takes their riches. Fourteen per cent of the land is occupied by 5,200,000 natives while 86 per cent of the land is in the hands of only 1,700,000 whites. The racial feeling is bitter, so bitter that Mr. Yergan's interracial student conference last year was severely criticised by the government. Despite great handicaps he has carried forward a great work in South Africa.

Expected Here in April

Mr. Yergan is expected in America in April and will receive the medal at the N.A.A.C.P. annual conference in Chicago June 27-July 2. The medal has been given annually by J. E. Spingarn, one of the founders ond president of the National Association for the Advancement of Colored People for distinguished achievement.

The committe which voted the award this year consisted of Dr. John Hope, Dr. Mordecai Johnson, Oswald Garrison Villard, James H Dillard and Dr. W. E. B. DuBois Colonel Theodore Roosevelt and Edwin R. Embree, other committee members are both in the South Seas and did not vote.

Winners of the Spingarn medal are as follows:

1915—E. E. Just, D.C., biologist.

1916—Major Charles Young, U.S.A., Ohio.

1917—Harry T. Burleigh, singer New York.

1918—William Stanley Braithwaite, poet, Boston.

1919—Archibald H. Grimke, author, diplomat, D.C.

1920—W. E. B. DuBois, author editor, N.Y.

1921—Charles Gilpin, actor, N.Y.

1922—Mrs. Mary B. Talbert, clubwoman, N.Y.

1923—George W. Carver, chemist Tuskegee.

1924—Roland Hayes, singer, Boston.

1925—James Weldon Johnson author, poet, diplomat, N.Y.

1926—Carter G. Woodson, teacher historian, D.C.

1927—Anthony Overton, banker Chicago.

1928—Mordecai W. Johnson preacher, university head, D.C.

1929—H. A. Hunt, school head Ft. Valley, Ga.

1930—Richard Berry Harrison, actor, N.Y.

1931—R. R. Moton, educator Tuskegee.

1932—Max Yergan, Y.M.C.A secretary. S. Africa.

Max Yergan Gets Spingarn Medal Award of 1932

3-25-33

Max Yergan, American Y. M. C. A. secretary, who has worked for ten years among the native students of South Africa, has been awarded the Spingarn medal for 1932 the committee announced this week.

New York

The committee statement says: "He is a missionary of intelligence, tact and self-sacrifice, representnig the gift of cooperation and culture which American Negroes may send back to their motherland, and he inaugurated last year an unusual local movement for interracial understanding among black and white students."

Mr. Yergan was born in Raleigh, N. C., and is a graduate of Shaw University. In choosing South Africa for his work, he went into a land with much more color prejudice and cruelties based on color than the United States. The racial feeling is so bitter that Mr. Yergan's interracial conference last year was severely criticised by the government. Despite great handicaps re has carried forward a great work in South Africa.

Mr. Yergan is expected in America in April and will receive the medal at the N. A. A. C. P. annual conference in Chicago June 27--July 2.

MAX YERGAN

Commercial 4-1-33

MAX YERGAN has won the 18th Spingarn Medal for being "a missionary of intelligence, tact and self-sacrifice representing the gift of co-operation and culture which American Negroes may send back to the Motherland." Mr. Yergan, a capable, highly intelligent man, deserves the honor. He represents a fine type of American Negro of whom we hear all too little.

Mr. Yergan has gone willingly and hopefully to work among the oppressed natives of South Africa, the most color-phobic country in the world, where 5,200,000 natives are forced to occupy but 14 per cent of the land while 1,700,000 whites occupy 86 per cent of the land; a country where the black man enjoys no rights that a white man is bound to respect; where the position of the native seems almost hopeless.

Pittsburgh Pa.

Mr. Yergan has gone there without ballyhoo or fanfare of trumpets to instill a new spirit into the depressed black people, to give them new hope and energy to struggle against tremendous odds. Already his work has borne fruit. The Negroes have developed new pride and confidence by his example and the white people of liberal tendencies have been encouraged to carry on with renewed effort the battle for elemental rights and privileges for the aborigines.

Africa needs men like Max Yergan. There ought to be more of his type, eager and willing to give up some of the comforts of life in the United States and go forth to the distant lands of Africa to help the Africans help themselves.

Aframerica needs more men like Max Yergan right here to infuse American Negroes with the newer spirit of intelligent, planned philanthropy. Our problems in some ways are as great as those faced by the African peoples. We need more upstanding young men and women to study these many problems, formulate policies and put them into execution. Modern transportation and communication have drawn the most distant corners of the earth together. Not only does the modern temper require us to better our condition here, but to help those far away of our own color and sharing many of our problems.

CHICAGO, ILL.
TRIBUNE

JUL 2 1933

SPINGARN MEDAL GIVEN TO NEGRO AT CONVENTION

The National Association for the Advancement of Colored People yesterday presented the Spingarn medal to Max Yergan, an American Negro for his efforts in improving race relations. The medal is awarded annually for the highest achievement of an American Negro, and has been given 19 times.

The presentation was made by Edwin R. Embree, president of the Julius Rosenwald fund, at the session of the association in the Ebenezer Baptist church at 4501 Vincennes avenue. Yergan has been a Y. M. C. A. secretary for 12 years at Alice, South Africa. He recently organized an interracial student conference of 350 Europeans and Africans to discuss race problems arising in Africa.

NEW YORK TIMES

JUL 2 1933

GETS SPINGARN MEDAL.

Max Yergan, Negro Y. M. C. A. Leader in South Africa, Honored.

Special to THE NEW YORK TIMES.

CHICAGO, July 1.—Max Yergan, an American Negro Y. M. C. A. leader stationed in South Africa, received tonight the nineteenth Spingarn Medal at the annual conference of the National Association for the Advancement of Colored People.

The medal is given each year by J. E. Spingarn of New York, president of the association. The award strengthen African life from within. He said an institute was about to Mr. Yergan is for his work in improving race relations and particularly for his organization of the first inter-racial student conference in South Africa.

The recipient told the conference that forty units of African young men and women, numbering in all about 3,500, had been formed to

N.A.A.C.P. HOLDS ANNUAL MEET IN CHICAGO

Kansas City Call 7-7-33

Kansas City, Mo.

Spingarn Medal Awarded to Max Yergan; Jane Addams Speaks

CHICAGO. — Marked by forceful addresses by nationally prominent personages and the attendance of delegates from 25 states and the District of Columbia, the National Association for the Advancement of Colored People held its twenty-fourth annual convention here Thursday, August 29, to Sunday, July 2.

Speakers at the four-day conference included Miss Jane Addams of Hull House, Rayford W. Logan, assistant director of the Association for the Study of Negro Life and History; Clarence Darrow, renowned criminal lawyer; Charles H. Houston, vice-dean of the Howard university school of law; John Gray, leader in a Negro youth movement in Chicago; Miss Sarah Alice Mayfield, white, of Birmingham, a graduate of Birmingham Southern college; William Pickens, field secertary of the association and Roy Wilkins, assistant secretary of the N.A.A.C.P.

Welcomed by Mayor

Miss Adams, one of the founders of the association and now a member of the board of directors, addressed the opening meeting of the convention. Mayor Edward J. Kelley made a welcome address, responded to by Miss Mary White Ovington, treasurer of the association.

William Pickens, field secretary of the association, made a speech at the opening meeting speaking on "The Power of Minorities" and pleading for a closer organization of Negroes.

Addressing the Friday evening session, Mr. Logan asserted that a new radicalism among American Negroes, stimulated by the migration northward from the South, is spreading steadily. He traced the growth of liberal and radical thought from early slave rebels such as Nat Turner and Denmark Vesey to Dr. W.E.B. DuBois, editor of the Crisis magazine, who, he said, "in biting, poignant, and sometimes bitter but always unanswerable logic, revealed the crass, petty, brutal inequalities from which the Negro suffered."

Youth Heard

The views of youth were heard on this program when Miss Sarah Alice Mayfield of Birmingham, representing Southern white youth, declared that white students in the South were becoming more liberal on the race question. John Gray represented northern Negro youth.

Clarence Darrow spoke Saturday afternoon, pointing out the fact that in order for Negroes to gain supremacy they must fight for one another. He stated the necessity of the use of power and said that this power is gained only by cooperation. He also said that Negroes, making up 10 per cent of the population, needed more members in Congress.

"Too many of the big colored politicians are betraying the race," he declared.

Roy Wilkins made an address telling of his experiences in the Mississippi delta last winter.

Spingarn Medal Awarded

The Spingarn medal was formally presented at Saturday night's session to Max Yergan, Y.M.C.A. secretary in South Africa, by Edwin Embree, president of the Rosenwald fund and member of the Spingarn medal award committee. The Madame C. J. Walker medal awarded for the most outstanding work by a member of the association in carrying on the program was awarded to Dr. Charles A. J. McPherson at the Saturday afternoon session.

The delegates on Saturday morning held a discusison on policies in meeting race problems. "Shifting Lines of Attack to Meet the Needs of the Day" was the general topic.

The address at the final session Sunday afternoon was made by Charles H. Houston of Howard university who plead for intelligent leadership. "The Negro's problems require a radical attack" he said "but an attack directed by intelligent leaders."

34 New Branches

Mr. Houston, a member of the association's legal defense committee who is working both with the International Labor defense and the N.A.A.C.P., said that radicalism on the Negro problem requires an intelligent leadership akin to that furnished by the N.A.A.C.P. "Our radical friends who are working in the Negro's behalf ought to realize that nothing will be accomplished by mere ballyhoo and vituperation," he said.

The conference, as a whole, was considered successful. In the reports of the work accomplished during the year, many great problems were reported as having been solved. In the six weeks prior to the conference 34 new branches were organized, 19 of them in the South.

Of the many great problems still confronting the association one is the need of more memberships.

During the four-day convention, many delegates spoke to white audiences. Among these was Roscoe Dunjee, editor of the Oklahoma Black Dispatch, who Sunday morning spoke before the congregation of the Pullman Presbyterian church, white. He told his white audience, "If the white people of this country actually want to maintain racial purity; if they are opposed to amalgamation and the intermingling of the two races, the best way to achieve that objective is to grant to the Negro an equal opportunity to make a living by the side of the white man."

These Brothers Garner Honors

Journal & Guide 7-15-33 Norfolk, Va.

eived the degree of bachelor of arts mple University at its commencement illips (right), graduated with honors hool on June 30. He was presented arded each year to the young man highest average. These boys are the f 49 North 50th Street, Philadelphia,

Retired After 31 Years at the Bureau

MRS. SPRIGGS

Mrs. Mary V. Overton Spriggs was retired from the Bureau of Engraving and Printing after 31 years of service. She was given a great ovation by her friends and former co-workers, and received a certificate from the officials of the bureau telling of the high esteem in which she was held.

A purse of gold and many other tokens of esteem were given her by the girls in the examining division.

Education-1933

Summer Schools, Institutes, etc.

Athens, Ga. Banner-Herald
Monday, February 27, 1933

DESERVING OF SUPPORT AND COOPERATION

The State Summer School for negro teachers, called by educators of both races throughout the South, is an unique development in negro education. The summer session will open here June 19 and will continue for six weeks.

This school was organized in 1926 by S. F. Harris, who has directed its affairs in a most successful manner. Its growth and development has been remarkable. From an enrollment for 1932 was more than an enrollment of 89 in 1926, the enrollment for 1932 was more than 400. More than sixty Georgia counties and four states were represented in the enrollment.

Instruction by members of the faculty of the University of Georgia is offered through the division of university extension in professional and academic subjects and in vocational and agricultural projects. Prominent educators, who are cooperating in the directing of this school include: Dr. T. J. Woofter, dean emeritus of the Peabody School of Education of the University of Georgia; Dr. S. V. Sanford, president of the University of Georgia; B. M. Grier, superintendent of the Athens public schools; Prof. J. C. Wardlaw, director of the extension division of the University of Georgia and Prof. S. F. Harris, supervisor of the Athens negro schools.

This institution is of prime importance to not only the negroes, but to the white people of this state. Through the direction of Director S. F. Harris it is filling a need in the educational system for negroes that improves their morals, character and their condition, encourages them to become more law abiding and self respecting citizens.

Summer School Arranged for All Colored Teachers

Prof. B. F. Hubert, president of the Georgia Industrial College, in Savannah, is making plans for holding his second annual Summer School at the "Log Cabin" in this county from July 17th to Aug. 19th. The following announcement has been made of the school which we are publishing for the benefit of our many colored readers:

SUMMER SCHOOL

July 17—August 19

Certificates renewed and raised.

High School, Normal and College Courses offered leading to diplomas and degrees in all phases of Education, Arts, Agriculture, Home Economics, and Industry.

Entrance Fee—$3.00

Board may be had in the community at prices ranging from $12 to $15.

Opportunity may be provided for people to prepare their own meals.

Personnel

The best trained and most experienced instructors have been selected for work in this Summer School.

These come from the best universities and hold graduate degrees.

Credit

Work done in this Summer School is recognized by the State Department of Education of Georgia.

CONFERENCE OF MINISTERS, TEACHERS, FARMERS, AND RURAL LEADERS

A Conference for ministers, teachers, farmers, and rural leaders of Georgia will be held August 18.

Economic, social, and religious problems confronting the rural communities in Georgia will be discussed.

Prominent leaders will be on hand to participate in the roundtable discussions.

OPEN AIR CAMP FOR BOYS

A Camp for boys will be operated concurrently with the Summer School. Boys will be admitted between the ages of 10 and 16 years.

Enrollment fee $2.00
Board (5 weeks) 13.00

Features of Course

Open air exercises
Cross country races
Fishing
Swimming
Horse and mule back riding
Lessons in outdoor activities

Boys will live in tents and will be directly under the supervision of trained and experienced Boys' Scout Leaders. They will be stimulated to appreciate the practical approach to the everyday tasks of life.

Boys attending the camp should bring with them items listed for Summer School teachers and in addition—

Camp kit or simple utensils
Soap and towels
Bathing suit
One or two pairs of overalls

CLINICAL SOCIETY

The Pioneer Clinical Society of the Log Cabin Community, sponsored by the State Medical Association, will hold meetings on July 26, 27, 28.

The Clinic will take in all phases of medicine and surgery, both theoretical and practical. These subjects are to be presented by specialists in their particular line. The personnel of the Organization is to be selected from the Negro doctors of the State of Georgia.

Experienced leaders in surgery will be present to conduct the Clinic.

Fee for instruction $2.00

R. S. Douthard, M. D.
Atlanta, Georgia, Organizer.

Farmers, and Rural Leaders, Aug. 18.

STATE-WIDE SINGING CONTEST

On August 13, Church, Sunday School, and Community Choirs from all sections of Central Georgia will enter a Singing Contest.

There will be competent judges to determine the best choir. Prizes will be given.

First prize $10.00
Second prize 5.00
Third prize 2.50

LOCATION

Hancock County Training School
Log Cabin Community
Mayfield, Georgia

Twelve miles out from Sparta
The Highway is Marked
You cannot miss it

director University extension system, secretary-treasurer; B. M. Grier, superintendent Athens public schools and Director Harris.

The pamphlet announces courses will include academic and professional courses, industrial, agricultural and college division courses and music, as well as a P.-T. A. institute.

Announcement Made Of Annual Colored Summer School Here

A pamphlet announcement of the State Summer School for Colored Teachers which convenes here June 19 to July 22, has been sent out by S. F. Harris, director.

The executive committee of the school includes President S. V. Sanford of the University of Georgia; Dr. T. J. Woofter, dean of education, University of Georgia, chairman; J. C. Wardlaw,

Sparta, Ga., Ishmaelite

COLORED SCHOOL TEACHERS BEING CARRIED TO SCHOOL

The Hancock County Board of Education made arrangements last week to transport all the colored teachers in the county to the Summer School at the "Log Cabin" in the Springfield community. One of the large buses used for the children during the scholastic year is being used, making the round-trip daily.

This is a commendable move on the part of the Board and will no doubt prove beneficial to the colored teachers employed over the county.

Macon, Ga., Telegraph

SUMMER SCHOOL OPENS

SPARTA, Ga., July 19.—The second annual summer school for Negro teachers opened this week at the "Log Cabin" in the Springfield community with Prof. Ben F. Hubert, a native of this county and president of the Georgia Industrial college, Savannah, as director. Several hundred Negro teachers are enrolled for the month's session. A boy's camp is also being held this year in connection with the school. During the summer school session a medical and surgical clinic for Negro physicians will be held.

Perry, Ga., Journal
June 22, 1933

COLORED TEACHERS TO HAVE INSTITUTE

Commencing July 17, at the Perry colored school, there will be held a two week's Institute for the colored school teachers of Houston county.

The courses offered will be mostly reviews of Grammar school subjects and methods of teaching.

Registration fee will be $2.00. Funds raised will be used to pay visiting instructors.

H. P. Houser.
C. S. S. H. C.

Education-1933

Federal

Supervisors

FACTS ON EDUCATION OF NEGRO REVEALED

LOUISVILLE, Ky., Aug. 10. —(By CNS)—Findings of deep significance concerning teachers in Negro public schools throughout the country were reported this week to the National Advisory committee on the education of Negroes which met here last week by Dr. Ambrose Caliver, specialist in the education of Negroes in the United States Office of Education. The advisory group, which held its fifth meeting this week, since its formation by President Hoover in 1930, held joint sessions with the annual convention of the National Association of Teachers in Colored Schools.

Some of the important findings reported by Dr. Caliver were as follows:

(1) In general, the preparation of Negro elementary teachers in 1930-31 was far below standard; (2) about 22 per cent had not progressed beyond the fourth year of high school; (3) 56 per cent ranged between high school education and the accepted minimum standard of two years of college (nearly half had not reached the standard); (4) only 22 per cent had more than two years of college; (5) in two states more than 50 per cent of the Negro elementary teachers had not advanced beyond high school as compared with a corresponding percentage of less than 7 for white elementary teachers in the same states; (6) the medium annual salary of Negro elementary teachers was only $548, and ranged as low as $304 in one state.

Some recommendations based on other fidings of the survey were: (1) Teacher-preparing institutions for Negroes should raise their entrance requirements; (2) they should inaugurate definite programs of student personnel research and administration; (3) less variation should exist in the curricula policies and practices of Negro institutions; (4) special attention should be given to the selection and preparation of rural teachers; (5) rural teaching should be made more attractive to Negro teachers with high qualifications; (6) the dual certification system for white and colored teachers should be discontinued and Negro teachers should be certified and allowed to teach only those subjects for which they have had special preparation; and (7) high school facilities should be extended and improved in order to provide better applicants to the teacher-preparing institutions.

In addition, a brief summary statement was made concerning the following three studies, which have also been completed and are soon to be released by the U. S. Office of Education: A study of rural elementary education among Negroes under Jeanes supervisors; a background study of Negro college students, and a survey of secondary education among Negroes.

Dr. Caliver Reports on Negro Teachers

Louisville, Ky.—(C. N. S.)—Findings of deep significance concerning teachers in Negro public schools throughout the country were reported this week to the National Advisory Committee on the Education of Negroes which met here last week by Dr. Ambrose Caliver, specialist in the education of Negroes in the United States Office of Education. The advisory group, which held its fifth meeting this week, since its formation by President Hoover in 1930, held joint sessions with the annual convention of the National Association of Teachers in Colored Schools.

Some of the important findings reported by Dr. Caliver were as follows:

(1) In general, the preparation of Negro elementary teachers in 1930-31 was far below standard; (2) about 22 per cent had not progressed beyond the fourth year of high school; (3) 56 per cent ranged between high school education and the accepted minimum standard of two years of college (nearly half had not reached the standard); (4) only 22 per cent had more than two years of college; (5) in two States more than 50 per cent of the Negro elementary teachers had not advanced beyond high school as compared with a corresponding percentage of less than 7 for white elementary teachers in the same States; (6) the median annual salary of Negro elementary teachers was only $548, and ranged as low as 304 in one State.

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AMBROSE CALIVER ON FERA STAFF

Birmingham News 12-7-33

Loaned as Part-time Specialist in Federal Relief Work

The appointment of Dr. Ambrose Caliver, Federal Office of Education Specialist in the Education of Negroes, as a part-time specialist in Federal emergency relief work involving Negro education was announced Wednesday by Harry L. Hopkins, Federal Emergency Relief Administrator.

Doctor Caliver, who has been loaned by the Commissioner of Education to the relief administration for part-time services, will continue his work in the Office of Education. His duties with the Federal Emergency Relief Administration will be to give advice in connection with special problems concerning emergency educational program for Negroes, and to help in disseminating information to Negroes and other persons interested in their education.

The Office of Education has been co-operating with the Federal Relief Administration since its establishment on May 22, and this appointment is in line with the general policy of the Federal Emergency Relief Administration in having specialists in the Office of Education allocated to the administration to direct and supervise the educational phases of relief.

For the past few months, Doctor Caliver has been active in informing state and local school people and other leaders having charge of Negro education concerning the educational projects under the PERA. These activities will now be continued and enlarged.

BIRMINGHAM, ALA.
NEWS
NOV 25 1933

The Depression And Negro Education

While education generally has suffered during the depression, its effects on Negro education have been particularly severe. That is because Negro education had so little to lose that any loss was intensely hurtful. Dr. Ambrose Caliver, senior specialist in the education of Negroes for the United States Office of Education, in an interview in The Washington Star, illustrates the matter in this way: "Where a man has the bare necessities of life and you take a quarter of what he has away from him you are striking him a far harder blow than when you take away a fourth of the goods of the man who has plenty." In other words, as The Star says editorially in commenting on Dr. Caliver's statement, "the loss of a little when that little represents all is harder to bear than the loss of a fraction of the whole."

Negro education was far behind the progress of education in general at best. Most of its gains, Dr. Caliver says, have been made since the World War. They were not great gains, in so far as progress toward a reasonably attainable goal is concerned, but they were gains and they represented a relatively large improvement over conditions which previously obtained. Now it is feared that the curtailment of funds for the support of the Negro schools will wipe out the gains that have been made.

In its comment The Star says:

The figures which Dr. Caliver cites to indicate the extent of loss in physical support of colored schools represent only a part of what this loss really means. Advanced leaders, such as those represented in the recent meeting in Washington of the Association for the Study of Negro Life and History, have emphasized their belief that an important part of facilitating and assisting the advancement of the colored race lies in the field of cultural development, teaching the Negro the history of his background and aiding him in the practical utilization of qualities and characteristics which are part of his heritage. In the lopping of funds available for schools, both colored and white, the procedure has generally been to dispense with what the authorities conceive as the non-essentials, and in this "machine age" such things as music, art, physical training, health and vocational education have been the first to go, as they represent the most recent additions. This loss has been suffered along with the shortening of school terms, the abandonment of an appalling number of schools, the reduction of teaching personnel and, in many of the communities where the schools remain, large, unwieldy classes, where anything approaching personal instruction is out of the question.

The invitable result of the enforced retrenchments in Negro education, Dr. Caliver points out, is to retard the Negro's economic development, and by depriving him of the opportunity to work out his own salvation, place him as a burden on the state. The responsibility for Negro education is one which mainly concerns the Southern states, where the Negro population is larger than elsewhere. It is a responsibility which the states of the South should not overlook, and cannot overlook if they are to serve their own best interests, in their educational planning. No enlightened Southern leader fails to recognize the importance of Negro education to the development of this section, economically and otherwise. At the present time we are having a hard struggle to save our white schools. Let us not forget our Negro schools also must be saved.

RELIEF PROGRAM INCLUDES PROBE OF RACE SCHOOLS

Courier 12-16-33
Pittsburgh Pa.

WASHINGTON, Dec. 14.—The appointment of Dr. Ambrose Caliver, Federal Office of Education Specialist in the Education of Negroes, as a part-time specialist in federal emergency relief work involving Negro education was announced today by Harry L. Hopkins, Federal Emergency Relief Administrator.

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For the past few months, Doctor Caliver has been active in informing State and local school people and other leaders having charge of Negro education concerning the educational projects under the FERA. These activities will now be continued and enlarged.

Education-Ly

Supervisors.

Ira Wells Made Supervisor of West Virginia Schools

By R. D. CHAPMAN

CHARLESTON, W. Va., March 17. — Following upon the heels of the inauguration of Governor H. G. Kump and his official family, Dr. W. W. Trent, state superintendent of free schools, announced the appointment of Ira J. K. Wells of Beckley as state supervisor of schools.

Wells succeeds the distinguished W. W. Saunders, who for 17 years has been the field marshal of Race education in West Virginia.

The new supervisor comes to his post well prepared as well as fortified with 30 years of continuous experience in the field of education as pupil and teacher.

He completed the normal course at Arkansas State college, a course in liberal arts at Lincoln university of Pennsylvania; studied as a special student at West Virginia State college and has done graduate work at Columbia and other leading universities.

Is Well Experienced

He has taught in a rural agricultural community; served as a college instructor at Lincoln university; was for seven years a high school instructor in the mining fields at Beckley and for two years conducted an industrial school for our race, Filipinos and Arabs as welfare worker for the United States Steel corporation.

He is a member of a number of educational associations and has served as officer of the P.-T. A. as well as president of the Flat Top Round Table.

The new head of schools will not only be supervisor, but by state law will be secretary of the Negro board of education. A bill now before the legislature and having administration backing will give wider power to State Supervisor Wells.

IRA J. K. WELLS

WELLS SUCCEEDS SANDERS AS W. VA. SCHOOL HEAD

Afro-American 3-18-33

New Democratic Administration Makes Changes in Dept.

Baltimore, Md.

SANDERS SERVED FOR 17 YEARS

Legislature to Give Him Wider Powers.

CHARLESTON, W.Va—I. J. K. Wells of Beckley has been named state supervisor of Negro schools, following closely upon the inauguration of Governor H. G. Kemp.

The announcement was made by Dr. W. W. Trent, white, state superintendent of free schools

Mr. Wells succeeds W. W. Saunders, who for seventeen years has been the head of colored schools in West Virginia. He comes to the post with thirty years of continuous experience in education as pupil and teacher.

He completed the normal course at Arkansas State College, and has studied at Lincoln University, Pa., West Virginia State College and at Columbia University.

Has Broader Powers

The new head of West Virginia schools will not only be state supervisor but will be, by law, secretary of the Negro Board of Education. A bill pending before the legislature, and almost sure of passage, will give Mr. Wells broader power than ever granted the holder of his office.

Mr. Wells stands high in the councils of the Democratic administration having been the chairman of the Democratic State Committee. He has been assured the cooperation of the administration and of higher school authorities.

CHARLESTON TO HONOR 19 YEARS SCHOOL WORK OF W. W. SANDERS

Special to Journal and Guide

CHARLESTON, W. Va.—The citizens of Charleston, together with the Parent-Teacher Assoiation, gave a testimonial Monday in honor of W. W. Sanders, who for the past 18 years was supervisor of Negro schools in West Virginia.

Mr. Sanders resigned March 1, and has been succeeded by I. J. K. Wells, a Negro Democrat of Beckley, West Virginia. 4-8-33

This testimonial was given in honor of the great services rendered by Mr. Sanders to education in West Virginia, and citizens, regardless of race or color, recognized this contribution and joined Charles at Garnet High School auditorium in his honor.

Norfolk, Va.

Points Out Growth

Education among Negroes has had wonderful growth under the magnificent leadership of Mr. Sanders and is due in a large measure to the efforts put forth by him. In his biennial report for 1930-32 he made a brief survey of education among Negroes from 1912 to 1933.

When he became supervisor of Negro schools in 1914 there were only five Negro high schools in the state, and they were below standard. Today there are 38 first-class high schools nine of which are members of the North Central Association. The five schools in 1912 had an enrollment of 100 students. Today high school students number around 5,000.

Mr. Sanders' report on the high school teachers is very interesting. There were no teachers giving full-time to high school teaching in 1914. In 1932 there were 178 full-time senior high school teachers, 60 part-time senior high, 29 full-time junior high, and 10 part-time junior high school teachers in these schools.

College Graduates

All full-time senior high school teachers were graduates of accredited colleges and held certificates to teach in their respective fields. Thirty-five per cent of the persons teaching in these schools were enrolled in graduate summer school courses in colleges and universities throughout the country, thus making a constant improvement in the teaching personnel of the state.

Some of the leading educators of the state, including President John W. Davis of West Virginia State College; former Superintendent of Free Schools, Honorable William C. Cook; W. W. Trent, who succeeded Mr. Cook as superintendent of free schools; I. J. K. Wells, supervisor of Negro schools and who succeeded Mr. Sanders; C. W. Boyd, supervisor of Charleston Negro Schools; F. L. Teal, Superintendent of Charleston schools, and representative of the Parent-Teacher Association will take part in this testimonial.

Other testimonials have also been given in various sections of the state for Mr. Sanders.

W. W. SANDERS

Education – 1933

Teachers' Association, National.

Teachers Close 30th Annual Convention

Chicago Defender 8-12-33

Chicago, Illinois

BY LEE L. BROWN

LOUISVILLE, Ky., Aug. 11.—Teachers from all parts of the country gathered here last week to attend the 30th annual sessions of the National Teachers association. The meeting was called to order with Prof. F. M. Wood as president. The opening exercises were held at Quinn Chapel church Tuesday evening.

With "Educational Adjustment to Economic Demand" as the central topic, noted educators of both races made the 30th annual meeting a memorable meeting.

Mrs. Ellen F. Taylor, principal of Dunbar school, presided at the welcoming exercises. Dr. Francis M. Wood, supervisor of public schools at Baltimore, gave his annual address. His theme was "Economic Crisis." At the Wednesday evening meeting Garnet C. Williamson, first assistant superintendent of schools, Washington, spoke on "Present Education and the Present Economic Crisis." Dr. John W. Haywood, dean of Morgan college, Baltimore, spoke on the subject, "College Life as Affected by the Economic Crisis."

Thursday morning W. H. Fouse, supervisor of schools, Lexington, delivered an address, "Some Challenges Education Must Face." Dr. Ambrose Calliver, senior specialist in Race education, United States department of education, Washington, D. C., delivered a timely address on "The Negro Teacher." Grant Lucas, president of Columbian Educational association, District of Columbia, delivered an address, "Economic Self-Help in the Crisis."

At the mass meeting Thursday evening Dr. Elisha Jones, president of Fisk university, Nashville, "Educational Objectives in a Changing Society."

President R. B. Atwood, Kentucky Industrial college, Frankfort, and Dr. J. H. Richmond, state supervisor of schools of Kentucky, were the principal speakers Friday evening.

The music, under the supervision of Miss R. L. Carpenter, supervisor of music in Louisville public schools, was one of the special features of the meeting. The best Louisville singers and artists took part on the variousty programs.

The following officers were elected: James W. Scott, president, Cincinnati; Dr. W. W. Sanders, executive secretary, Washington, D. C.; W. D. Miller, treasurer, Bluefield, W. Va.; regional vice presidents, region No. 1, I. T. Gilliam, Arkansas; region No. 2, A. D. Shores, Alabama; region No. 3, C. A. Johnson, South Carolina; region No. 4, W. A. Fouse, Kentucky; region No. 5, E. P. Davis, Washington, D. C.; region No. 6, W. B. Dobson, Oklahoma; board of trustees, N. B. Young, chairman, Washington, D. C.; M. N. Work, Tuskegee, Alabama; J. S. Clarke, Baton Rouge, La.; W. J. Hale, Nashville, Tenn.; H. L. McCrorey, Charlotte, N. C.; executive committee, F. M. Wood, H. C. Trenholm, N. B. Young, W. D. Miller and W. A. Robinson.

NEGRO TEACHERS HAVE NEW BETTER CONDITIONS PROGRAM

Call 8-12-33 Louisville

LOUISVILLE, Ky.—(ANP)—The National Association of Teachers in Colored Schools is determined to increase its membership. At its recent convention here plans were put into effect to capture a larger number of the 50,000 Negro teachers in Negro schools and to convince them that membership in this organization which is fighting for better teaching conditions and standardization, for better salaries and greater opportunities for Negro pedagogues should have their support.

In furtherance of this program, W. W. Sanders, who for several years has been executive secretary of the body, has been made a full time official. He is scheduled to head the drive to obtain a larger membership and already has made engagements for a number of border cities and important states where he will inaugurate his efforts.

Washington Headquarters

Mr. Sanders will establish headquarters in Washington, the capital of the school teachers of the country from the standpoint of training and interest as well as the capital of the nation. So thoroughly are the school teachers of the District of Columbia behind the movement that when Supt. Garnet Wilkinson came to the meeting this year he brought a certified check for $700 for memberships from Washington alone.

The association for many years has struggled along saddled with debt, George B. Murphy of Baltimore pointed out. Deciding to start with a clean slate a group of men teachers met and underwrote the outstanding debt, agreeing to liquidate it within 90 days, so that the association starts on its new program free from obligation. The Bulletin, the organ of the association, will shortly resume publication. Supt. Wilkinson offered space for the national office in one of the Washington schools free of charge. E. T. Scott, a principal of one of the schools of Cincinnati, was elected president; after an interesting battle against Dean R. E. Clement of Louisville, who was handicapped by the tradition that a man had never been elected from a city which was host to the convention as well as the slender number of memberships which Louisville reported. Mr. Scott was victorious by one vote.

Many Speakers

The body petitioned the National Recovery Administration to deal fairly with Negroes throughout the nation in providing reemployment. Among the list of speakers during the convention were Garnet Wilkinson, Washington, D. C.; Dr. Howard Long of Washington, Dr. J. H. Richmond, state superintendent of public instruction of Kentucky; Prof. Hawkins, Prof. George B. Murphy and Prof. F. M. Wood of Baltimore, President J. S. Clark of Southern university, Dean R. E. Clement of the Louisville Municipal university, President R. B. Atwood of Kentucky State Industrial college, Miss Eva Mitchell, Hampton Institute, Prof. W. H. Fouse, Lexington, Ky., George Arthur, Chicago, Mrs. Ellen Taylor of Louisville and Frederick Archer, superintendent of Louisville's public schools. Attractive musical numbers were rendered under the direction of Mrs. Lillian Carpenter, superintendent of music in the Louisville schools.

50,000 Teachers In Race Schools, Ass'n Discloses

Courier 8-12-33

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The body memorialized the National Recovery Administration to deal fairly with Negroes through-out the nation in providing re-employment. Among the list of speakers during the convention were Garnet Wilkinson, Washing-stitute; Prof. W. H. Fouse, Lex-C.; Dr. Howard Long, ofington, Ky.; George Arthur, Chi-gton; Dr. J. H. Richmond.cago; Mrs. Ellen Taylor of Louis-uperintendent of Public In-ville and Frederick Archer, super-n of Kentucky; Prof. Haw-intendent of Louisville's public rof. George B. Murphy andschools. Attractive musical num-. M. Wood, of Baltimore;bers were rendered under the di-S. Clark, of Southern Uni-rection of Mrs. Lillian Carpenter, Dean R. E. Clement, of superintendent of music, in the ville Municipal Univer-Louisville schools. res. R. B. Atwood, of Ken-Baltimore, Md., was selected as the place for the 1934 meeting.

Education – 1933

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In furtherance of this program, W. W. Sanders, who for several years has been executive secretary of the body, has been made a full time official. He is scheduled to head the drive to obtain a larger membership and already has made engagements for a number of border cities and important states where he will inaugurate his efforts.

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Baltimore, Md., was selected as the place for the 1934 meeting.

New National Head Of Teachers First Northerner To Get Post

Journal and Guide 9-9-33

J. W. Scott, Cincinnati, Well Prepared For Presidency

By Staff Correspondent

HUNTINGTON, W. Va. — Congratulations are still pouring in on J. W. Scott, principal of the Sherman High school, Cincinnati, Ohio, for his recent election as president of the National Association of Teachers in Colored Schools—and these expressions of good will and best wishes are coming from people of both races throughout the country and especially the neighbor states of West Virginia and Ohio.

Norfolk

Mr. Scott, who with his family is vacationing here, was formerly a principal in the local school system, and went to his Ohio post after serving this city very efficiently for several years.

Mr. Scott's election marks the first time a northerner has been named to the highest office in this large body of colored educators representative of teachers the country over, and his elevation comes after a lifelong connection with the association of which he is a life member, and after an active civic and professional career in both his native state of West Virginia and in Ohio.

Background Varied

Mr. Scott received his elementary schooling in this state, and his secondary and college training in Ohio except for a quarter at Morgan College, Baltimore, Md. After finishing the Ironton, Ohio, high school he attended Ohio University and Miami University, and earned his master's degree at the University of Cincinnati.

During a summer abroad he included in his travel visits to the Dalton school in England, Decroley school in Brussells, and the Montesorri school in Rome. Later he qualified under Civil Service for the Federal position of specialist in Negro education ranking fifth on an eligible list of 120 applicants.

Besides his affiliation with the National Association of Teachers in Colored Schools, Mr. Scott is an active member of the National Education Association and a frequent writer on educational and economic topics.

Began In One Room School

Beginning his teaching career in this state in a one-room rural school, he next became principal of a three-room town school, then a teacher in the Douglass High School of Huntington, of which he later became principal.

During his principalship here the building was remodeled and enlarged. Some years afterwards, to meet the needs of the growing city, he carried through a program which involved the erection of a new modern fire-proof high school and two outlying grade buildings at a total cost of over $200,000. The high school enrollment increased eight-fold or four times as great as the increase of the colored population.

Organized First PTA

Mr. Scott organized the first school savings bank and the first Parent-Teacher, Association here and the high school was among the first colored high schools to be accredited by the State Department of Education as a "first class" institution.

He has served as president of the West Virginia State Teachers Association and was appointed by President Sims as chairman of the legislative committee from the State Teachers Association which took the initiative in establishing a college department at the West Virginia Colored Institute, changing its name to the West Virginia Collegiate Institute, now known as West Virginia State College.

Heads Large School

After Mr. Scott received his master of arts degree at the University of Cincinnati several years ago, he was elected principal of one of the larger schools in Cincinnati. Here with a staff of twenty-nine college-trained teachers he has dealt successfully with problems of a peculiarly difficult nature, while continuing his graduate work and gaining larger experience by close personal contact with one of the most complete city school systems in America—a system which literally fulfil Huxley's idea of education "from the kindergarten to the university."

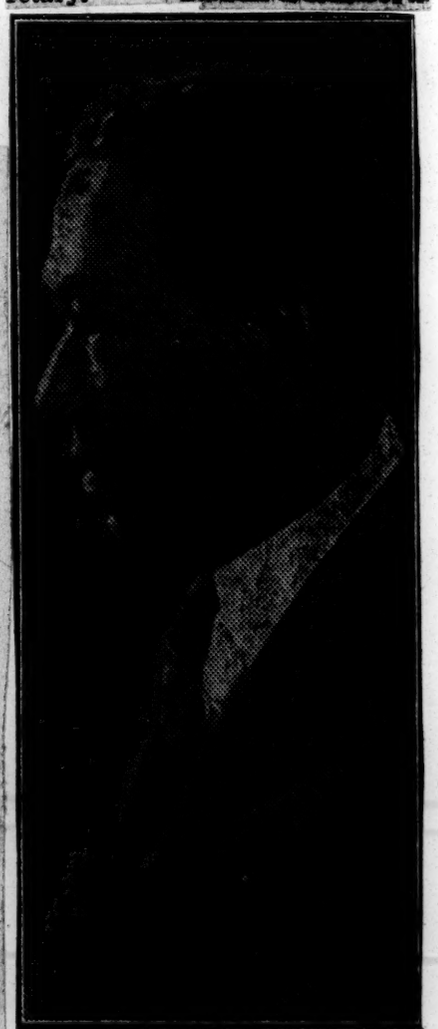
Believes In Own Thinking

Mr. Scott holds that every group is a wiser and saner social force for having a trained and intelligent leadership of its own and that the race, like the individual, will succeed in proportion as it learns to do its own thinking.

In the reconstruction of education that lies ahead he believes the high-souled leadership of Frederick Douglass should be breathed into the rising generation. He therefore, warmly commend a resolution adopted by the association at Louisville to urge a nation-wide observance of Douglass' birthday in all colored schools and the beautification of his home just outside of Washington, D. C., making it a national shrine.

Completing the Scott family is Mrs. Scott, the former Miss Goldia Smith, a graduate of Morgan College and former teacher of French and English in the Douglass High school of Huntington, and one child, Erskine.

Mr. Scott was elected president at the 30th annual convention of the association which met in Louisville, Ky. last month. W. W. Sanders, Charleston, is executive secretary.



PROF. J. W. SCOTT

Education-1933

Teachers' Association, National.

Raleigh, N. C. News and Observer
April 14, 1933

NEGRO TEACHERS OPEN MEET HERE

Virginia Union University Department Head Speaks At Opening Meet

Attended by nearly a thousand public school teachers and educators from every section of the State, the North Carolina Negro Teachers Association convened here last night in its fifty-second annual meeting. The convention will meet through Saturday.

Guided by the convention theme, "No Step Backward," Dr. Robert P. Daniel, director of the Department of Education, Virginia Union University, Richmond, spoke last night on the topic of understanding of the Negro by himself.

"There must be no step backward in the understanding of yourselves," Dr. Daniel told the teachers. "We want no backward step in race evaluation."

Unfair Tests.

The speaker devoted the principal part of his address to a discussion of tests of various kinds conducted among white and Negro students and said that he had concluded that the results of most of these tests were not scientifically correct when compared.

The fact, he said, that the social differences and other inequalities and varying forces controlling the two races are not taken into consideration in the conclusions drawn from the majority of these tests brought about unscientific results which cannot be set up as dependable conclusions. It is important that distinctions be made in the tests, he said.

The convention opened with a brief welcoming address on the part of the city by Mayor George Iseley. Superintendent P. S. Daniel, of the Raleigh public schools, welcomed the delegates on behalf of educational institutions here and response was made by President David D. Jones, of the State Negro Women's College.

"Raleigh is the educational center of the State as well as the governmental center," said Mr. Daniel, "and we are therefore pleased in having you meet with us.

"Progress may be made even under present conditions. We must keep our eyes to the front."

H. L. Trigg, State supervisor of Negro high schools, welcomed the organization on behalf of citizens here.

An unusually interesting musical program was given by the St. Augustine College Choral Club.

—Illustrated Lecture.

An outstanding feature of the convention will be the illustrated lecture at today's general session by Dr. Margaret Witter Barnard, medical director of the Bellevue-Yorkville Demonstrations, New York city. The session will be held in the Memorial Auditorium at 2 p. m.

Dr. Barnard will speak on "Tuberculosis in Children and Young Adults," and her part of the program is expected to draw wide attention. A number of educational and medical men and women here are expected to hear the lecture.

The annual message of Dr. A. T. Allen, State Superintendent of Public Instruction, which will be delivered at this meeting, will be of unusual interest this year because of the crisis in the educational program in North Carolina.

Honor Newbold.

The third general session, to be held this evening at 8 o'clock in the Auditorium, will be featured by a program honoring Dr. N. C. Newbold, head of the division of Negro education of the State Department of Public Instruction. Dr. Newbold this year completes 20 years of service in this field. The principal address will be delivered by Dr. W. C. Jackson, dean of the School of Public Administration, University of North Carolina.

Prof. O. R. Pope, president of the State Association of Negro Teachers, will give his annual message this evening and it is to be of unusual interest.

The final session of the convention convenes tomorrow at noon.

TEACHERS TO MEET IN KENTUCKY

Pittsburg Courier
7-1-33.
Pittsburgh, Pa.

LOUISVILLE, Ky., June 29—(By ANP)—The National Association of Teachers in Colored Schools will hold its 29th annual session at Louisville, August 1-14. The organization will be the guest this year of the Kentucky Negro Teachers' Association, one of the livest and most virile of the state educational organizations. The organization met here before in 1909. Great preparations are being made for its entertainment this year when it is expected that the old Kentucky hospitality will be turned on full tap for the distinguished group which usually follows the national association.

President Francis M. Wood, has announced that he has prepared a splendid program for the occasion which will bring to the meeting some of the foremost educators of the country.

Executive Secretary W. W. Sanders has worked diligently this year, in spite of the economic conditions which have affected teachers the country over. Some instances are reported of teachers in southern counties who have received only one check during the year because of the poverty of the counties there.

There are those who are disposed to suggest that a change in the method of electing officers to organizations like the N. A. T. C. S. would be beneficial, injecting more life and spirit due to the healthy competition for office. These say that as soon as an organization develops a program of electing officers through a line of succession, with control purely in the hands of an executive committee, those whose years of service may not qualify them for opportunity for elevation to office lose the stimulus which comes from the hope of regard. The associattion of presidents of Land Grant colleges is pointed to as an organization of similar type. The post of president is handed around until each president has had an opportunity to share the honor, while the tenure of office is too short to afford an opportunity for any one president to carry out an effective program. The Louisville meeting may develop discussion on this point.

NAT. TEACHERS' BODY TO MEET IN LOUISVILLE

Courier-Journal
Louisville, Ky.

LOUISVILLE, Ky.—"Educational Adjustment to Economic Demands," will be the general theme of the Thirtieth Annual Session of the National Association of Teachers in Colored Schools, which will meet in this city August 1 to 4.

The general sessions of the body will be held in Quinn Chapel, Chestnut and Tenth Streets, with departmental meetings at the Central High School.

Many Speakers.

Among those who will address greetings to the association will be Dean Rufus E. Clement of the Municipal College; Dr. Frederick Archer, superintendent of public instruction; Mayor William B. Harrison, Mrs. M. W. Blocker, of the Parent-Teacher organizations and responses by Dr. Jesse R. Clark, president of Southern University and president of the association, Francis M. Wood.

On Wednesday, in addition to the report of a committee on co-operation of the National Education Association and the National Association of Teachers in Colored Schools by Dr. N. C. Newbold, there will be a study of reading progress of three hundred children by Miss Eva C. Mitchell, of Hampton Institute.

Principal Pratt to Speak.

"The Junior High School in the Economic Crisis," will be the subject of an address to be given on Wednesday by Principal Harry T. Pratt, of the Dunbar Junior High School, Baltimore.

Garnet C. Wilkinson, first assistant superintendent of schools in Washington, D.C., will speak on "Public Education and the Present Economic Crisis" and Dean John W. Haywood. of Morgan College, will speak on "College Life as Affected by the Economic Crisis."

On Thursday the meeting will be presided over by the principal of Douglass High School, Baltimore, Md., when Dr. Ambrose Caliver will speak on "The Negro Teacher. Other sspeakers include W. H. Fouse, principal of the Dunbar High School, Lexington, Ky., and Miss Marie White, specialist in home economics.

Following luncheon on Thursday will come the election of officers.

T. E. Jones to Speak.

Thomas Elsa Jones, president of Fisk University, will be one of the speakers at the evening session, as well as Dr. T. J. Smith, Paducah, Ky., and Dr. Howard W. Long, assistant superintendent of public schools of Washington, D.C.

The speakers for Friday include W. A. Dobson, Lima, Okla.; M. Grant Lucas, president of the Columbian Educational Association, Washington, D.C., and Carrington L. Davis, president of the Maryland State Teachers' Association.

The evening session for Friday is to be devoted as "Governor's Night," when Governor Ruby Laffon will be the speaker, preceded by Dr. J. H. Richmond, state superintendent of public instruction, and introduced by President Robert B. Atwood, Kentucky State Industrial College, Frankfort, Ky.

The reception for the conference will follow the Friday night meeting

TEACHERS IN SESSION AT LOUISVILLE

Four-day Convention of National Association Ends Today

LOUISVILLE. — The annual session of the National Association of Teachers in Colored schools, which opened at the Municipal college here Tuesday, August 1, will close today.

Outstanding educators of both races made addresses during the four-day meeting. Dr. Rufus E. Clement, president of the Municipal college, delivered the address of welcome on the opening night. Other speakers on the first day were Dr. Frederick Archer, superintendent of Louisville schools, Mayor William B. Harrison, Louisville; Mrs. M. W. Blocker, Jacksonville; Dr. Jesse S. Clark, president of Suothern university, Baton Rouge; Dr. F. M. Wood, Baltimore.

Wednesday's speakers were W. Council Trenholm, president of Ala. State, Montgomery; Miss Fannie C. Williams, New Orleans; J. W. Scott, Cincinnati and Garnet C. Wilkinson, Washington.

Speakers Wednesday were W. H. Fouse of Lexington, Ky.; Miss Eva C. Mitchell, Hampton Institute; Dr. Ambrose Caliver, Washington; J. R. E. Lee, president of the Florida A. and M. college, Tallahassee and Dr. Fred J. Kelly, Washington.

Speakers today will be W. A. Dobson, Lima, Okla.; Carrington L. Davis, president of the Maryland State Teachers association; Mrs. Mary Bethune, president of Bethune-Cookman, Daytona Beach; R. B. Atwood, Frankfort, Ky.; Dr. John W. Davis, president of West Virginia State college; Dr. H. J. Richmond, state superintendent of public instruction in Kentucky and Governor Ruby Laffoon.

Miss R. Lillian Carpenter, assistant supervisor of music in Louisville public schools, had charge of the musical program. Miss Lavina Neal was chairman of the entertainment committee. Miss E. Pauline Pollard had charge of housing.

172 DELEGATES AT MEETING OF TEACHERS

Body Elects W. W. Sanders as Full-Time Executive Secretary.

OFFICE TO BE SET UP IN CAPITAL

J. W. Scott, of Cincy, New President.

LOUISVILLE, Ky.—With 172 delegates registered at its Thirtieth Annual Session, the National Association of Teachers in Colored Schools closed here last Tuesday, when many of those in attendance proceeded to the Windy City to attend the Century of Progress.

Among the delegates registered by states were: W.Va., 17; Maryland, 15; D. C., 12; Kentucky, 11; Ohio, 8; Georgia, 5; North Carolina, 4; Indiana, 3; Illinois, 3; South Carolina, 2; Virginia, 2 and Delaware, 2.

Scott President

One of the outstanding things done by the association was the election of a full-time executive secretary and the provision for setting up an office in Washington. W. W. Sanders, of West Virginia, was elected to fill this post.

J. W. Scott, of Cincinnati, succeeds Dr. Francis M. Wood, of Baltimore, as president. Other officers are: vice-presidents, I. T. Gilliam, A. D. Shores, C. A. Johnson, W. H. Fouse, E. F. Davis and W. E. Dobson. W. D. Miller, of W. Virginia, was elected treasurer.

A telegram to President Roosevelt urged that executive to use his powers under the National Recovery Act to prevent discrimination because of race, color or creed in the placement of both skilled and unskilled workers and that all classes of labor be included in the industrial codes. It also urged the President to see to it that no business or industry be allowed to replace any class of worker who at the time of adoption of the code was receiving less than the minimum wage when the code was adopted.

D. C. Reports $750.00

In an address by M. Grant Lucas, president of the Columbian Educational Association of Washington, the speaker stated that despite two salary cuts that body was reporting $750 in memberhip fees.

"We help ourselves," said Mr. Lucas, "when we help to maintain our professional organizations. The Columbian Educational Association has for years followed the practice of issuing certificates of membership certifying to the number of years the teachers have kept up their memberships.

"These certificates are given definite credit in the ratings of teachers when they go before the board of examiners. Might it not be worthy of consideration to endeavor to perfect an arrangement whereby state, county and city officers may know those teachers whose professional spirit leads them to maintain membership in this professional body?"

Gave Scholarship

The speaker stated that the association gives a scholarship of $100 each year to a deserving graduate of one of the three senior high schools. This year the award went to a blind youth whose good example of self-help commended him to the body. His name is George Raymond Reid.

Names of delegates attending meeting at Louisville, Kentucky, August 1 to 4:

ALABAMA

Abbeville—Katie Blackwood, Felix Blackwood; Atmore—Warren E. Henry; Bessemeo—A. D. Shore; Birmingham—Lucinda T. Brown, Beulah Colbert, Felix L. Paul, Willie B. Smiley, Gertrude Vaughn, Clara Brittain, Odessa McKinney, Madelyn Nall, Elsie Russell, W. R. Wood, Mrs. W. R. Wood; Camden—Mrs. J. N. Cotton, June Cotton;

Eutaw—Ruth Foreman; Evergreen—P. N. Gray; Gallion—Grace Jones, Mildred M. Jones; Livingston—Annie B. Howard; Mobile—M. Wilbur Weeks; Montgomery—Eunice Ballard, Lelia M. Barlow, Otto Von Dickerson, Fannie Mae Grubbs, Mary Foster McDavid, M. C. McGhee, Jr., President H. C. Trenholm; Selma—Mrs. J. M. Powell; Whistler—Willie Mae Sanders.

ARKANSAS

Fordyce—Joseph E. Wallace; Forest City—Mrs. J. H. Blount; Little Rock—I. T. Gillam.

DELAWARE

Dover—S. Marcellus Blackburn; Milford—J. Graham Scott.

DISTRICT OF COLUMBIA

Washington—L. F. Bate, Evelyn B. Bruce, J. C. Bruce, Mrs. L. E. Bruce, Ambrose Caliver, E. P. Davis, Ethel Harris Grubbs, Dr. Howard H. Long, M. Grant Lucas, Helen M. Savoy, Walker L. Savoy.

FLORIDA

Garnet C. Wilkinson.

Tallahassee—Norman L. Merrifield.

GEORGIA

Atlanta—Mrs. A. C. Archer, S. H. Archer, Mrs. H. R. Butler, Mrs. Mabel Robinson, W. A. Robinson.

INDIANA

Gary—H. Theodore Tatum; Indianapolis—W. E. Grubbs; Washington—Miss Miley M. Cottee.

ILLINOIS

Chicago—George A. Arthur, Marjorie A. Kemp, Mrs. Irene C. Roby.

KENTUCKY

Ashland—C. B. Nuckolls; Bardstown—W. L. Bowman; Frankfort—Mrs. R. B. Atwood, W. S. Blanton, Mrs. K. H. Brown, J. S. Essill, J. H. Ingram, R. H. Lee, J. W. Roberts, L. N. Taylor, R. B. Atwood;

Frankfort—J. T. Williams, A. T. Wood; Lexington—W. H. Fouse, W. P. King; Louisville—Carrie E. Alexander, Emma J. Alexander, S. Belle Alexander, G. H. Brown, Lee L. Brown, G. P. Bruner, Mrs. P. B. Bush, R. L. Carpenter, Dean R. E. Clement, Mabel L. Coleman, Mrs. W. J. Etter, Margaret V. Givens, R. M. Guest, Irma F. Harrison, Nellie Hughes, M. Lyda Johnson, M. B. Lanier, Mae Marshall, E. P. Pollard, J. R. Ray, Louise S. Richardson, Sophia M. Tate, Mrs. Ellen L. Taylor, Mrs. Fannie H. White, D. H. Anderson, Myrtle Black.

Paducah—Theodore R. Daley, A. W. Weston, Mattie O. Strauss.

LOUISIANA

Baton Rouge—J. S. Clark, L. R. Posey, W. R. Rosser, Dr. L. M. Favrot; New Orleans—Dr. C. B. Austin.

MARYLAND

Baltimore—W. Cato Anderson, Emma E. Bright, Mary G. Brown, Rachel F. Crowner, Carrington L. Davis, Dean John W. Haywood, Robert R. Lee, George B. Murphy, Harry T. Pratt, Clarence J. Roberts, Mrs. F. M. Wood, John M. Wood, Dr. F. M. Wood, Iona L. Wood, Georgia C. Lawrence.

MISSISSIPPI

Jackson—W. W. Blackburn, B. B. Dansby.

MISSOURI

Kansas City—H. O. Cook.

NORTH CAROLINA

Winston-Salem—Francis L. Atkins, S. G. Atkins, B. A. Bianchi; Raleigh—W. C. Newbold.

OHIO

Chillicothe—Ruth Lucas; Cincinnati—J. Bryant Cooper, C. L. Harris, Jessiemae E. Harris, Hazel Jean Lucas, J. W. Scott; Dayton—F. C. MacFarlane, E. D. Thomas.

OKLAHOMA

Lima—W. A. Dobson; Sapulpa—W. E. Day.

SOUTH CAROLINA

Columbia—C. A. Johnson; Orangeburg—John P. Burgess.

TENNESSEE

Clarksville—H. C. Roberts; Columbia—R. G. Johnson; Jackson—A. J. Payne; Knoxville—E. T. Chairs, Mrs. A. S. Page; Memphis—J. W. Bell; Nashville—H. M. Bond, President Thomas Elsa Jones, J. W. Riley.

VIRGINIA

Hampton—Eva C. Mitchell; Richmond—Walter B. Hill.

WEST VIRGINIA

Bluefield—N. G. Sims; Charleston—W. W. Sanders, Mrs. W. W. Sanders, I. J. K. Wells, Mrs. I. J. K. Wells, Mary L. Williams;

Elkhorn—Mollie Price, Ulysses H. Prunty; Maybeury—Miss Sammantha B. Prunty; White Sulphur Springs—Charles S. Arter; Montgomery—the Rev. D. C. Deans; Oak Hill—Mrs. E. V. Ellis; Hill Top—Beatrice Ferry; Macdonald—Mrs. Laura Ferry-Griere; Lewisburg — Florence B. Lewis; Institute—Mrs. D. I. Miller; Fayetteville—Mrs. Amelia McDaniel Saunders.

RESOLUTIONS (IN PART) PASSED BY NATIONAL TEACHERS' ASSOCIATION

The committee on resolutions of the National Association of Teachers in Colored Schools in the thirteith annual meeting at Louisville, Kentucky, submits its report in the following items:

The National Association of Teachers in Colored Schools is deeply grieved to learn of the recent passing of Dr. N. B. Young, Christian gentleman, eminent educator, ex-president of the N.A.T.C.S., and at the time of his death, chairman of the board of trustees of this organization.

As one of the founders of this organization, Dr. Young was untiring in his efforts for thirty years to widen the association's influence and to increase its usefulness.

We urge upon the executive committee of this association, the appointment of a research committee that shall make an annual report of this associatiion. We suggest that such a committee might not only select one or more problems for study each year but might also compile a bibliography of the current studies being made in the field of Negro education.

Speaking Out

Members of the teaching profession are reminded that it is both an obligation and a duty to become vocal upon issues which affect the child and the profession. We, therefore, urge upon all teachers the necessity of strong professional organization.

Virginia Salaries

The association desires to commend the teachers of Virginia for the fine way in which they are contending for an equal salary scale in their state. We believe very definitely in the single standard of certification of teachers and that all teachers meeting the standard should receive the same salary. We are aware of the fact that the difference in salaries paid white and colored teachers very largely measures the esteem in which the education of Negroes is held by the community.

We congratulate the teachers of Richmond upon having achieved their long desired ambition to administer their schools.

Communities

This association requests that those communities of the South, which receive grants from the Reconstruction Finance Corporation, a part of which is allocated for the building of schools, keep in mind the serious needs of the Negro schools of their several communities, and make an equable division of such appropriations, to the end that all of the schools may reap the beneficent results of increased funds with which to meet the needs of their ever increasing enrollments.

The N.A.T.C.S. receives with high commendation the recent publications on Negro education of the United States Office of Education. We urge that the Office of Education continue its very useful work in this direction.

We express our satisfaction with the progress made in the rating of Negro schools by the Southern Association and commend the work of Mr. Fred McCuistion and the General Education Board in this connection. We especially urge the high schools in the region of the Southern Association to seek the accreditment of the Southern Association.

The association endorses the suggestion of Mr. M. Grant Lucas of Washington that the N.A.T.C.S. commend to the Negro school children of America the contribution of one cent each to the fund for the rehabilitation of the Frederick Douglass Memorial Home.

The National Association of Teachers in Colored Schools expresses its deep regard and devotion for Miss Lucy Laney of Augusta, Georgia, who has spent more than fifty years of courageous and sacrificial service in the education of boys and girls. Her indomitable spirit is an inspiration to us all and her life and work are a worthy chapter in the history of American education.

We urge that teachers through their professional organizations join their forces wherever possible with other professional organizations working for plans for greater security of tenure in the profession and for adequate retirement plans.

We sincerely regret the present illness of our faitbful colleagues, Drs. John Hope and Monroe N. Work.

Respectfully submitted,

COMMITTEE ON RESOLUTIONS,

W. A. ROBINSON, Ga., Chairman.
J. C. DIXON, Georgia.
MISS GLADYS A. DERRY, Md.
L. F. PALMER, Virginia.
R. E. CLEMENT, Kentucky.
H. A. LONG, District of Columbia.
C. A. JOHNSON, South Carolina.

Education - 1933

Teachers' Association, National.

National Education Association.

TWO HERE NAMED ON EDUCATIONAL COMMITTEE

G. C. Wilkinson and Dean Holmes Members of National Group

Paul C. Stetson, superintendent of schools, Indianapolis, Ind., and president of the department of superintendence of the National Education Association, announced at association headquarters here Monday, that Garnet C. Wilkinson, first assistant superintendent of schools, of Washington, and Dean D. O. W. Holmes, of the College of Education, of Howard University, have been appointed members of a national committee on a national outlook on education.

G. C. Wilkinson

This committee will meet and report at the Cleveland convention of the department of superintendence, February 24, March 1, 1934.

The appointment of this committee is an important item in a fundamental reorganization of the convention plan followed by the educational leaders in their national professional organization for many years. The change was made to extend greater responsibility to individual members in the department's attempt to plan more effectively for meeting the current crisis in education.

Seven such committees have been appointed by President Stetson. These groups will give their attention respectively to problems of teacher training, a comprehensive program of public education, financing the schools, education for the new America, public education and public welfare, a national outlook on education, and the interpretation of the schools to the public.

Dean Holmes was master of ceremonies in connection with the broadcast of the National Broadcasting Company's nation-wide blue network, Monday afternoon, November 6, featuring the fourth annual radio program on Negro Education, sponsored by the Federal Office of Education during American Education Week. Addresses were made by the Honorable Harold L. Ickes, Secretary of the Interior; Dr. George F. Zook, U. S. Commissioner of Education; and Dr. Ambrose Caliver, Federal Office of Education Specialist in the Education of the Negro people.

Education-1933
Teachers' Association, State.

Alabama.

TEACHERS CLOSE STATE MEETING

Reporter

Montgomery, Ala., April 6.—"One of the best meetings in the history of the Association" was the verdict of the 400 Alabama Teachers who, in the face of closed schools in 50 of Alabama's 67 counties, were in Montgomery for three days to attend the fifty-first annual session of the Alabama State Teachers Association held at the Alabama State Teachers College.

Under the direction of President H. Councill Trenholm and Program Secretary Alphonse Heningburg, the contributors to the four general sessions were Dr. W. E. B. DuBois of The Crisis, of Atlanta University, President H. Councill Trenholm, Dr. Eugene J. Coltrane of the National Committee on Education by Radio, and Supt. A. F. Harman. Dr. Dale S. Young and Miss Jessie K. Garrison of the Alabama State Department of Education. Bishop W. J. Walls of the A. M. E. Zion Church and President J. R. E. Lee of the Florida A. & M. College were among the out-of-state visitors. The Alabama State Male Gless Club directed by W. Lawrence James, the Tuskegee Institute Male Glee Club, directed by William Dawson, and the Alabama State Rhythm Band, directed by Mrs. Mary Hatchett contributed very appealing musical features for all the programs. Featuring the sectional meetings was that of the College Division, directed by Dean J. T. Cater of Talladega College, which laid the foundation for more substantial organization of Alabama's Colleges in anticipation of scientific study, approaches to the several mutual problems. The Forum period conducted by Mr. A. Heningburg again proved to be a most stimulating feature.

With the two year constitutional limit having been reached for the entire Association staff headed by President H. Councill Trenholm, the following new slate of officers was approved: President, J. F. Drake of the Alabama A. & M. Institute, President; Miss Cora Howard of Andalusia, Vice President; Principal E. J. Oliver of Fairfield, Treasurer; Principal A. D. Shores of Bessemer, Recording Secretary; Miss Mabel D. Moore of Birmingham, Financial Secretary; Supervisor Carol Hayes of Birmingham, Program Secretary; Prof. E. Z. Mathews of Sheffield, Recreational Secretary; Registrar J. H. Gilchrist of Montgomery, Statistical Secretary; Principal H. D. Davidson of Centerville, Chaplain; and Principal C. T. Mabry of Birmingham, Principal L. C. Johnson of Greensboro and Mr. Noah Wills of Birmingham, Auditors.

NEGRO EDUCATORS HEAR DR. HARMAN

President Of Florida College And Dr. W. E. B. Dubois Speak At Session

Before a filled auditorium of colored Alabama teachers at State Teachers College, Dr. A. F. Harman, State superintendent of education spoke yesterday.

"In a democratic form of society we have a right to expect that the children should be educated by the State," said Dr. Harman, and suggested that his firm belief in this principal has actuated his hourly and daily labors as a public servant in education. Continuing, he said "the ultimate happiness of society as a whole is the main, if not the only justification for tax supported system of education."

Dr. Harman proposed four essential principals that all educational workers should consider and apply in their work. There are honesty, intelligence, a judiciary authorized definition of the legal status of education, a clearly defined educational system as to its organization, administration, supervision and objectives.

President J. R. E. Lee, of the Florida A. and M. College, brought greetings from his State.

A feature of today was the presentation of the children's rhythm band under auspices of Prof. Mary F. Hatchett, of the music department. Several glee club selections were given under auspices of W. L. James, head of the music department.

Dr. W. E. B. Dubois appeared as principal speaker at the evening session.

The business session this morning will conclude the convention.

Albany-Decatur, Ala. Daily
November 7, 1933

NEGRO TEACHERS STAGE INSTITUTE

Splendid Program Is Rendered Here At School

An institute for negro teachers of Morgan and Lawrence counties was held Saturday at the Decatur negro high school with Prof. J. E. Pickett conductor.

Rev. L. R. Womack conducted the devotional exercise. His scripture reading and comments being on "Service To Others," with introductory remarks by Principal J. E. Pickett placing emphasis on the present day teacher's duty toward the training and elevation of the youths of today.

Superintendent Woodruff of Morgan county was presented to the assembly, speaking on "A Person's Psychology of Life." Mr. Woodruff stated that the county board of education passed a resolution asking that school people stress the principles of truthfulness and honesty.

Superintendent Hodson of Lawrence county spoke encouragingly to the teachers discussing six vital points for observance by the teachers. He paid a very high compliment to the general cleanliness and attractiveness of the negro high school.

Among the other helpful and interesting talks and papers were:

"Teaching of Number Combinations" O. L. Jones, teacher in the negro high school.

"Transmission of Diseases and Preventive Measures," Dr. N. E. Cashin.

"Character Education in Schools," D. W. Lawrence, teacher in the negro high school.

"Care of the Teeth," Dr. F. J. Sykes.

"Keeping of Registers," Prof. W. J. Wilson.

"How We Spend Our Leisure Hours," Jettelyne Sheffield, Gibb

stake, thence West 209 feet to a stake, thence South 75 feet to the point of beginning, being in Section 17, Township 5, Range 5, West, situated, lying and being in Trinity, Morgan County, Alabama."

The above named E. R. Clements was on the 16th day of August.

Florida

Education-1933
Teacher's Association, State.

Ocala, Fla. Star
April 4, 1933

NEGRO TEACHERS MEET

The negro school teachers of the county will meet on Saturday morning at 10 o'clock at Howard academy. Addresses will be made by D. E. Williams, state superviser of negro schools and Don T. Mann, county superintendent of public instruction.

There are 120 negro teachers in the county.

Education-1933

Teachers' Association, State.

Forsyth, Ga. Advertiser
Thursday, February 16, 1933

NEGRO TEACHERS TOLD TO ORGANIZE

At the meeting of the Macon district of the Georgia State Teachers and Educational association held in Forsyth, Wednesday, February 8th, President H. A. Hunt spoke of the need for Negro teachers to organize for the provision of Negro education in the state. W. M. Hubbard, principal of the state T. and A. college here, presided.

Professor Farley delivered the welcome address to which Dean F. S. Horne, Fort Valley, responded. The roll call showed 56 teachers were present representing the nine counties of the district. All schools and counties represented pledged support to President Hunt and the association at the state meeting to be held in Savannah on April 20, 21 and 22.

Mrs. Cappell of Macon suggested that the P.-T. association hold its district meeting in conjunction with the Teachers association's district meetings. W. R. Cochrane, Fort Valley, outlined for organization of study groups for the district teachers problems during the district meeting. A publicity committee consisting of Dean P. S. Horne, chairman, T. E. West, Milledgeville, Mrs. Cappell, Macon, was appointed to popularize the activities of the District Teachers association.

Next year's meeting was given Gray. The visiting teachers were served luncheon with Principal Hubbard. acting as host.

Tifton, Ga. Gazette
Friday, February 17, 1933

BIG NEGRO TEACHERS' MEET HELD IN LIBERTY COUNTY

Liberty County Teachers Meet In District Meeting

The Negro teachers of Liberty County blended their January monthly meeting in with the Savannah District meeting. This meeting convened at the Midway Presbyterian Church. The following counties were represented: Chatham, Bryan, Liberty and Long.

The president, Mr. Gadsen, made a very timely talk at the beginning. The audience, in Quaker fashion, set forth their pros and cons relative to the old fashion whipping method used in punishing pupils. The general census of opinion was against whipping. Main points brought out are as follows: (1) Child is task master, not teacher; (2) Other punishment is not new method but merely looking at it in a new light; (3) Guidance instead of punishment and (4) Recreation one way to discipline.

Mr. Harris, the Negro executive secretary of state set forth his program of work, especially stressing difficulties encountered in Negro Education, equipment, teachers, and such.

Before dismissing, the $1.00 fee was emphasized. This fee makes Mr. Harris' work possible.

In the future there will be four District meetings and not one.

Refreshments were served by Mrs. Ralston, the home demonstration agent.

Tifton, Ga. Gazette
Wednesday, March 15, 1933

With Colored People

DISTRICT MEETING GEORGIA STATE TEACHERS ASSOCIATION

The faculty of The Tift County Training School entertained the district meeting of the Georgia State Teachers Association (colored), March 11, beginning at eleven a.m.

Georgia
6

The meeting was called by the president, Dr. A. S. Clark, of Cordele. Dr. Clark in his short address gave us a wonderful message, something well worth remembering. "Using what we have; making the best of it," seemed to have swayed his listeners, for in showing us how to do this he very vividly traced the negro from his very beginning in the Bible up to the time he became known in history as the negro This known by the child might inspire him.

The following number was a beautiful solo rendered by Miss Rome, of Cordele entitled, "I Hear You Calling Me."

We were fortunately represented by six counties of the district; the reports brought favorable conditions of some of our schools.

A very interesting talk by Prof. H. A. Hunt, president of Fort Valley Junior College, Fort Valley. Mr. Hunt put before us the necessity of the educational association which was organized for the purpose of helping conditions and improving our educational system.

The atmosphere of the meeting was very inspiring, for everyone seemed to have left full of vim.

The following resolution, addressed to Supt. W. L. Harman, of the Tift county schools, was adopted:

Dear Sir—

We have with deep regret read in our daily newspapers of the possibilities due to the lack of funds; therefore closing or shortening the terms of the public schools of Georgia.

As teachers and citizens we can think of nothing which will be a greater calamity than to lessen in any way the educational opportunities for Georgia Good roads as much as we value them can well afford to wait a while if they must be had at the expense of the children's education. The opportunity for training, if lost, can never be regained in full measure.

As members of the Negro Teachers' Association we wish to pledge to you and school officials our fullest cooperation in carrying on the work of education in all of our negro schools from the city to the humblest one-teacher schools. We are willing to bear our full share of any hardship which can not be avoided and ask in return that the negro school share whatever good the authorities are able to offer.

We wish that you should appeal to our Governor, State Superintendent of Schools and Representatives in the State legislature to do all in their power to prevent any backward step in our educational progress.

Very respectfully submitted,
The Teachers of the Cordele Dist of State Teachers Edu. Assn

A. S. Clark, president; N. A. Jenkins Wilcox county; W. E. Price, Crisp county; H. L. Williams, Turner county; E R. Searcy, Worth county; J. M. Jones Dooly county; J. M. Deas, Tift county committee. H. A. Hunt, State president

The counties represented at the meeting and those attending were: Crisp Rev. and Mrs. Clark, Miss K. L. Clark Miss Anna Staty, Miss Hattie Dunlap Miss Willie Rome, Miss Pansy Dunlap Miss Rosa Gilmore, Mr. W. B. Adamson, Mr. W. E. Price.

Wilcox—Mrs. Lillian Jenkins, Mr. N. A. Jenkins.

Worth—Miss M. L. Shackelford, Miss Bessie Parker, Miss Charlotte Sheppard, Mr. S. C. Merph, Mr. E. R. Searcy.

Dooly—Mr. and Mrs. W. E. Jones.

Peach—Prof. H A. Hunt, Mr. R. M. Hare.

Turner—Miss Leola Martin, Miss Lila Mae Collins, Mr. H. L. Williams.

Wilcox—Mrs. Reba Pringle.

COLORED BAPTIST REGISTRATION PROGRAM

Missouri.

Education - 1933

Teachers' Association, State.

STATE TEACHERS TAKE IMPORTANT ACTION AT MEET

Argus 11-17-33

St. Louis, Mo.

Constitutional Change Allows Married Teachers To Remain Members If They Desire

All Officers Returned Except 2nd V. President

Commission Is Appointed To Act On Code Of Ethics For Teachers And Principals

The forty-seventh annual convention of the Missouri State Association of Negro Teachers came to a close at Vashon High School Friday night after one of the most successful sessions in the history of the organization from the points of attendance, interest and accomplishments. A crowd of more than 1500 persons, which overflowed the auditorium of Vashon, heard the address of Dr. Mordecai W. Johnson of Howard University that climaxed the session which was featured by many notable demonstrations, addresses and programs of various sorts by students. Several highly significant legislative actions were taken during the business sessions of the body. All of the officers but the second vice president were retained and Kansas City selected as the place for the 1934 meeting.

Lincoln U. Night Held

Lincoln University night was inaugurated Wednesday. The event was initiated through the authorization of the Kansas City teachers before whom President Charles W. Florence of Lincoln appeared and appealed for the institution of such an event as a medium of "selling Lincoln University to the State." Lincoln's initial program, furnished exclusively by the university, was among the highlights of the convention just closed. It was agreed that the event be permanent, and that each year hereafter the convention will open on Wednesday night with a program by Lincoln university.

Important Actions Taken

Among the important actions taken at the sessions were the following:

(1) Steps were taken toward the incorporation of the association.

(2) The constitution was changed so that any teacher who leaves the profession by reason of marriage may retain their membership in the association or return to the association. The action was taken to protect the group insurance of the association and to expand its membership.

(3) A national code of ethics for teachers and principals was planned and a commission appointed for five years to work out plans, set up and administrate.

(5) It was decided to continue publication of the official bulletin until plans are completed for the setting up and publishing of a journal.

(6) Definite steps were accomplished toward the organization of all departments with their own chairman and secretary so that each can determine its program.

(6) The outlying schools of the vicinity were coordinated in the program carried out by the local body at the session.

It was predicted that the session at Kansas City next year will be planned and executed with a view to surpass and excell the session just closed which was looked upon as the beginning of a new era in the association.

Some 250 out-of-state teachers were in attendance at the convention. The association has a total membership of 721, which is an increase over last year.

The officers of the State Association are as follows:

President, U. S. Donaldson, St. Louis; first vice president, Mrs. Lillian Booker, Liberty; second vice president, W. H. Huffman, St. Louis; statistician, L. S. Curtis, St. Louis; secretary, H. O. Cook, Kansas City; assistant secretary, Mrs. Brown Lee Baird, Kansas City; treasurer, Miss Dayse Baker, Farmington; members of program committee, Joseph E. Herritord, Sr., Kansas City; Mrs. Zenobia Shoulders Johnson, St. Louis; W. M. Jacobs, Richmond.

Education-1933

North Carolina.

Teachers' Association, State.

Statesville, N. C. Daily
Monday, February 27, 1933

COLORED TEACHERS OF COUNTY HAVE MEETING

The colored teachers of Iredell county met at the court house Saturday morning at 10 o'clock.

The devotional exercise was conducted by the president, after which the following subjects were discussed by various teachers: Functions of Examinations, The Criteria of a Good Examination, Ease of Administration and Scoring, Types and Construction of a Newer Objective Examination. Each teacher gave a splendid report which was followed up with an open discussion from all the teachers.

Supervisor Holliday announced the spring meeting of the Parent-Teachers Association, to be held in April.

The president of the local Teachers Association urged all teachers to pay State and local association fees.

The teachers were invited to attend an educational program at the Piney Grove school Sunday afternoon, honoring some of the local friends of educational work in Iredell county.

Raleigh, N. C. Times
Friday, March 31, 1933

REDUCED RATES FOR NEGRO MEET

The North Carolina Negro Teachers' Association will meet in Raleigh on April 13, 14 and 15 for its annual session and the local committee has announced that visitors will not be charged $2 per day as previously stated.

Accommodations have been arranged at a charge of $1.50 per day for room and two meals for $1 per day for room without meals

North Wilkesboro, N. C. Hustler
April 6, 1933

State Meeting Of Colored Teachers Starts April 13th

Association To Be In Session Three Days; Wilkes Teachers To Go

The State Association of Colored Teachers will meet in Raleigh on April 13-14-15, it is announced.

There are twenty-five teachers employed in the schools for the colored in the county. Many of them are expected to attend the meeting.

Superintendent Wright, of the county school system, stated Tuesday that teachers may teach Thursday until noon and then leave for the meeting. The day lost may be made up any Saturday prior to the close of the term, he said

Education-1933

Ohio

Teachers' Association, State.

CINCINNATIAN CHOSEN NATIONAL HEAD OF COLORED TEACHERS

Ohio Schools

J. W. Scott, Cincinnati elementary school principal, has been elected president of the National Association of Teachers in Colored Schools, an organization with a membership of 15,000 teachers. Mr. Scott is the first president in the thirty years' history of this association to come from north of the Mason and Dixon line.

Vol. 2 no. 9

Born in West Virginia, he obtained his secondary and collegiate education in Ohio and holds a master's degree from the University of Cincinnati. Mr. Scott spent a summer abroad in a study of famous European schools. Before accepting his Cincinnati position, he was principal of Douglass High School, Huntington, W. Va.

Columbus Citizen

Education-1933

Teachers' Association, State.

CROWDS JAM HOTELS AND STREETS AS 25TH PARLEY OF O. A. N. T. CONVENES IN OKLA. CAPITAL

Black Dispatch

Oklahoma City

JOHNSON AND DANIEL ARRIVE FOR ADDRESSES THURSDAY AND FRIDAY

Douglass High School to Render Handel's "Messiah" Tonight

With flags and bunting floating in the breeze on the principal streets of the East Side, the Oklahoma City teachers and members of the Business League were ready for the vanguard of delegates to the 25th annual session of the O. A. N. T. Wednesday evening. Hotel reservations were at a premium Tuesday by reason of teachers phoning into the city from over the state, according to H. McKinley Rowan, secretary of the Oklahoma City Negro Business League.

"I have listed plenty of good homes and we expect to care for the teachers better than ever," declared Miss Luella Lawson, chairman of the Homes Committee, and who has had charge of the housing of the delegates for many years. Secretary Rowan has requested the Black Dispatch to announce that any difficulty experienced by delegates in connection with their housing and lodging should immediately be called to his attention. Mr. Rowan's telephone number is 2-7798.

Drs. Charles S. Johnson, Fisk University, and V. E. Daniel, Wiley College, convention speakers, arrived this morning and are stopping in the home of Mr. and Mrs. Ernest E. Jones, 1131 East Seventh street. Hon. R. Emmett Stewart, Muskogee, who will also address the convention, is stopping in the home of Mr. and Mrs. B. G. Smith, 616 East Fifth street.

Dean Wiley will address the Association tonight and Dr. Johnson will be the main feature on the card Friday evening. The high point on the Thursday program will be the rendition of "The Messiah," under the direction of Mrs. Z. N. Breaux. This oratorio will be rendered by 30 trained voices from the local high school. The orchestra from the D. B. & D. Institute at Langston, will render music for the Association during the Friday afternoon program.

Registration headquarters for delegates have been fitted out in the lobby of the Aldridge Theater, and in addition to Miss Lawson the Business League has added two assistants.

President-elect Prof. W. A. Dobson, and his wife arrived Thursday morning from Lima.

The officers of the Association follow:

President, J. W. Sanford, Ardmore; vice president, G. A. Kenyon, Cushing; secretary, Lena Lois Henderson, Nowata; treasurer, B. F. Lee, Langston.

Executive Committee.

F. D. Moon, Wewoka; T. P. Scott, Bartlesville; J. I. West, Jr., Hobart; Anna A. Henley, Okmulgee; Clarissa V. Diggs, Sapulpa; L. A. Hill, Boley.

O. A. N. T. Committees

Committee on Amendments—W. E. Anderson, chairman; R. G. Parrish, W. H. McNamee.

Committee on Resolutions—E. E. Weaver, chairman; Mrs. L. L. Sawner, F. F. Bly, C. F. Roberts, T. W. McKenzie.

Committee on (State) Legislature—To be named by President.

Committee on Auditing—Mr. Fortner, chairman; H. F. V. Wilson, E. T. Busby.

Committee on Necrology—A. G. McKinney, chairman; Mrs. McCutcheon, H. P. Butler.

Committee on Appropriations—The Executive Committee.

Committee on Credentials—To be selected by the Secretary.

Committee on Educational Progress Outside of State—W. E. Day, chairman; Dean Tinner, Langston; C. D. Batchlor, Langston; R. G. Parrish, Chickasha; Mrs. Anna A. Henley, Okmulgee; E. W. Tolliver, Ardmore; A. S. Meachem.

Committee on Educational Progress Within State—J. Oscar Spencer, chairman; J. W. Hughes, Tulsa; Mrs. L. L. Sawner, Chandler; Dean B. F. Lee, Langston; W. G. Sneed, Oklahoma City; L. R. Kirkpatrick, El Reno.

Education-1933

South Carolina.

Teachers' Association, State.

SO. CAROLINA TEACHERS END ANNUAL MEET

COLUMBIA, S. C., March 31.—The Palmetto State Teachers association closed their annual session here, which was held jointly at Benedict and Allen colleges. Officers of the state association and members of the local committee on entertainment declared the meeting a success in every respect.

When the session closed Friday night more than a thousand teachers had registered, surpassing last year's registration by more than two hundred.

Recently in the white dailies it was reported that the South Carolina legislature now in session proposed a law for white high schools to be opened eight months in the year, white elementary schools seven months and all Race schools four months in the year.

President Butler in his address stated that on reading the report a committee was appointed from the executive committee, who protested this sort of discrimination to the committee on education in the South Carolina assembly. Through the alertness on the part of the association the bill passed the assembly this week with the clause concerning Race schools stricken out. Dr. D. H. Stanton, Atlanta, Ga., was the guest speaker Friday night.

State Superintendent J. H. Hope promised the teachers his unstinted support to keep the Race schools open. State Agent J. B. Felton and W. A. Schiffley directed two group meetings Thursday and Friday morning. J. H. Thornwell, city superintendent of Hartsville, S. C., and J. E. Nunnery, city superintendent at Chester, S. C., spoke Friday afternoon.

Columbia, S. C. State
Saturday, March 25, 1933

NEGRO TEACHERS END CONVENTION

Close Friday Night Instead This Morning.

BY J. D. McGHEE.

Dr. D. H. Stanton, guest speaker of the Palmetto State Teachers' association, told more than 1,000 teachers who had come from every county of the state, the teachers task in a time like this at Allen university on the closing night of the sessions that began here Wednesday. The business session scheduled for Saturday morning was held following this address when reports from all the various departments and activities of the association were read and the convention adjourned.

Discussing the influence of present economic conditions, Doctor Stanton said that it was the teacher's task to put into the mind of the child that kind of stuff that will give the next generation economic security. He called their attention to the fact that their job was one of formation and not reformation.

At the afternoon session State Superintendent J. H. Hope delivered the main address. He commended the teachers for their co-operation in the trying times and told them that with their continued co-operation the schools in South Carolina would remain open. He urged them to consider the needs of the child and teach the child those things that would make him a useful citizen and not a misfit. J. H. Thornwell, superintendent of Hartsville schools, and J. E. Nunnery, superintendent of Chester schools, also spoke at the afternoon program.

Every speaker on program at the convention commended the teachers for coming to the meeting. The theme of the convention, "Character Training in Education," influenced every subject and address made at the group meetings and public sessions. President Butler. Executive Secretary J. P. Burgess and all other officers and members of the executive committee declared that the meeting was a decided success in every respect.

Leaders of the various group meetings reported that more interest was shown in the discussions and activities of the meeting than any previous year. Many of the group sessions had an overflow attendance.

Registration this year reached more than 1,000 when the books closed Friday, according to Burgess. A total of 1,541 teachers had paid their membership fees for this year, which by far surpassed the enrollment of last year.

Newberry, S. C. Observer
October 17, 1933

Colored Teachers Attend Meeting

Mrs. Monteith Simkins and Professor O. W. Bundrick Address Meeting.

In response to a call from the county superintendent of education about 200 negro teachers and trustees assembled at Drayton Street school building at 11 o'clock Saturday morning to listen to addresses delivered to them by Mr. O. W. Bundrick, Mrs. Moneith Simkins supervisor of health work among the colored people, and Prof. Seymour Carroll, field agent of the American Humane society of Boston, Mass.

In the absence of Superintendent Dominick, Mr. Bundrick explained to the teachers the adult illiterate program of the county and also made an excellent talk on practical education. He outlined such program of education and stressed the importance of teachers keeping themselves fit professionally, physically and morally.

Nurse Simkins, who is sent out by the State Tuberculosis association, made a splendid talk to the group. She gave the death rate of people in the state and showed that the larger percentage was among the negroes. She urged the teachers and trustees to cooperate with the state association in helping to blot out the disease and called upon the teachers to see that sanitary methods be practiced in the schools and homes.

Prof. Seymour Carroll, representing the American Humane society, spoke of human education and said that it should be taught in the schools along with other subjects.

The meeting was presided over by U. S. Gallman, who outlined to the teachers their duties and urged upon them to cooperate with the white teachers in making the schools better for the training of children.

Preceding the general meeting, Helen Nance gave a demonstration lesson in primary reading.

Columbia, S. C. State
December 18, 1933

CLARENDON NEGROES ATTEND INSTITUTE

Teachers Hear Addresses on Tuberculosis and Humane Education.

Special to The State.

Manning, Dec. 17.—The annual midwinter institute of the Clarendon County Negro Teachers' association was held here Saturday at the Clarendon county training school. The institute was largely attended by teachers from all parts of the county. The institute was conducted under the direction of I. M. A. Myers, the principal of the local high school.

The institute was opened in the morning with classes in home economics that were taught by Miss Carrie P. Carson of the county superintendent of education's office. Miss Carson's classes were followed by Majeskia M. Simkins, state field worker of the South Carolina Tuberculosis association. She spoke on the seal sale campaign that is in progress in this county, and how the funds were being used to combat tuberculosis in this state among both races.

Seymour Carroll of Columbia, Southern field representative of the Americon Humane Education society of Boston was the last speaker at the noon assembly hour. He said "humane education is the leader for better citizenship; it is the champion of better race relation in every country; it is the feeder for Christian education in our public schools and colleges; it is the only international movement that is spreading the gospel of kindness, justice, mercy and love for all of God's creatures through our churches, schools, homes and the press."

Education—1933

Teachers' Association, State.

Tennessee

OFFICERS ELECTED FOR 1933 LAST WEEK

Globe

Prominent Educators Throughout State Were Here for Three Days

Nashville, Tenn.

The Middle Tennessee Teachers Association in joint session with the Tennessee State Association of Teachers in Colored Schools concluded a successful three-day session in Nashville, April 13 to 15 with Dr. Ambrose Caliver, United States Senior Specialist in Negro Education, Washington, D. C., Dr. Joseph Roemer, Director of Instruction, George Peabody College for Teachers, and Dr. Walter Cocking State Commission of Education as the principal speakers. The central theme of the meeting was "The Improvement of Instruction." At the opening general session, President W. J. Hale brought greetings on behalf of A. and I. State College to which responses were made by Mr. Fred A. Randals, principal of Belleview School, Nashville, and Mr. J. L. Seets, principal of Carroll County Training School, McKenzie. Dr. Joseph Roemer delivered an address on "The Improvement of Instruction." At the nine o'clock session on Friday morning, Mrs. G. A. Cash made the presidential address for the Middle Tennessee Teachers' Association, and Prof. W. J. Davenport delivered the presidential address for the Tennessee State Association of Teachers in Colored Schools. Addresses were made by Rev. W. S. Ellington, pastor of First Baptist Church, East Nashville, Supt. H. F. Srygley, Nashville Public Schools, and Supt. W. C. Dodson, Davidson County Schools. Friday evening at 6:00 P. M. a State-Wide Oratorical Contest was held in the Little Theatre of A. and I. State College. Friday evening at 8:00 addresses were delivered by Prof. L. C. Sharpe, Shelby County Schools, and Dr. Walter Cocking, State Commissioner of Education and Director of School Administration, George Peabody College for Teachers. This meeting was followed by a reception in the A. and I. Cafeteria given by the State College Faculty. Departmental Meetings were held at Pearl High School at 10:30 A. M. and 2:00 P. M. on Friday, April 14 for teachers in High Schools, in Junior High Schools, Intermediate Grades, Primary Grades, for principals, for Home Economic teachers and supervisors. On Saturday morning, the State Association elected the following officers to serve for 1933-34: President, Prof. R. H. Neville, Greenwood School, Memphis; First Vice President, Prof. S. G. Greene, Holloway High School, Murfreesboro; Second Vice President, Prof. W. E. Nash, Cook High School, Athens; Third Vice President, Mrs. Helen Casey, Jeanes Supervisor, Shelby County; Honorary President, W. J. Hale, A. and I. State College; Executive Secretary, Mr. G. W. Gore, Jr., Director of Instruction, A. and I. State College; Assistant Secretary, Prof. J. L. Seets, Carroll County Training School, McKenzie; Recording Secretary, Mrs. Mary L. Murphy, Magnolia School, Memphis; Assistant Record Secretary, Mrs. U. L. Knox, College Hill High School, Cleveland; Treasurer, Mrs. Frances Sanders, A. and I. State College. The Executive Committee is as follows: Prof. W. J. Davenport (1934) Chairman, Chattanooga; Prof. H. L. Allison (1934) Clarksville; President W. J. Hale (Ex Officio), Nashville; Prof. M. R. Eppse (1934), Nashville; Mrs. A. E. Fagala (1935), Chattanooga; Mr. R. E. Clay (1935), Bristol; Prof. J. L. Buckner (1933), Memphis; Prof. Alonzo Love (1934), Memphis; Prof. R. J. Roddy (1934), Lucy; Prof. J. T. Bridgeforth (1934), Pulaski.

More than one thousand representative citizens from all parts of Tennessee joined in an official welcome to Governor Hill McAlister, members of the Sixty-eighth General Assembly, and friends on the occasion of the Biennial Visit to A. and I. State Teachers College on Thursday, April 13. Promptly at high noon cars bearing the distinguished solons, and state officials began to arrive on the campus. They were immediately ushered into the spacious Cafeteria in the Women's Building where an elaborate luncheon menu was served. Special music was furnished by the school's famous Concert Singers. President W. J. Hale told of the contributions made by the State Legislature to the institution since its establishment in 1909, and presented Attorney W. L. Porter, of Knoxville, Tennessee, who in turn presented Governor Hill McAlister who said in part:

"I remember the first time we were invited by the President to visit the school and hear the marvelous songs of jubilee. I remember the impression that it made on me. The members of the General Assembly and I are under obligation to President Hale, to his co-workers and students for the cordiality of welcome here today. I believe that I am speaking for all when I say that the impression of your progress, usefulness and development becomes greater at each successive biennial visit. It has been my pleasure many times to be present on occasions similar to this. Each visit has impressed me more and more with the usefulness of what the Negroes are accomplishing at this institution. You will realize that we are having uncommon financial difficulties. There was no educational institution in the state, from the highest to the lowest, from the oldest to the youngest that the State Department did not feel it was their duty to cut down and restrict revenues that had been given it. With due credit to the General Assembly, there was never any doubt on the part of the State Department of Education to continue this institution with as much generosity as was possible to give any of its school. That was, has been, and ever will be teir opinion. I realize that I am not expected to make any address on this occasion, only voice on behalf of those connected with me our very hearty appreciation for the efforts you have made for our entertainment today. We appreciate the luncheon, the fine songs and renditions from the Concert Singers, and I wish to assure you that it has been a pleasant entertainment to everyone."

DR. W. E. COCKE,
Commissioner of Institutions

Other persons who were introduced and who made short remarks were: Mayor Hilary E. Howse, Speaker F. W. Moore, Senator Charles E. Crabtree, Comptroller Roy Wallace, Representative G. Goodwin, Representative B. R. Sams, Representative R. P. Brown, State Treasurer James J. Bean, Senator J. M. Payne, Representative W. H. Lynn and Senator O. L. McMahon.

The menu consisted of: Olives, Gherkins, Celery, Radishes, Young Onions, Mints, Nuts; Fruit Cocktail, Bouillon, Toast Points, Creamed Oysters in Patties; Half Spring Chicken Southern Style, Parselied New Potatoes, Young Turnip Greens, Fresh Butter Beans, Peas En Timbal, Hot Buttered Rolls; Corn Sticks; Tomato Surprise Salad; Strawberry Shortcake, Ice Cream, Tennessee State College Cake. Coffee.

Education - 1933

Virginia

Teachers' Association, State.

VA. TEACHERS URGED TO MAKE USE OF BALLOT

Afro-American 4-29-33

500 Seek to Abolish the Double Salary Scale

Baltimore Sun

MINIMUM PAY FOR COLORED NAMED

Afro-American

Group Selects Norfolk Next.

HAMPTON INSTITUTE, Va. — More than 500 teachers meeting here in the Second District Annual Educational Conference of the Virginia State Teachers' Association, Friday adopted a resolution urging the teachers of the second district and of the state to pay their poll taxes and vote.

Another resolution commended "the efforts of the group of Richmond in their fight to secure colored principals for the colored schools."

In view of the "drastic cuts in teacher salaries and the reduction in food costs," a resolution was adopted asking that the "Negro summer schools of the state" be petitioned "to make substantial reductions in their summer school costs."

Teacher Discrepancies Noted

Another resolution asked that a permanent committee be appointed to acquaint the educational authorities of the state and counties with the gross discrepancies between the salary schedules for white and colored teachers."

This was followed by another asking that there be no reduction of any colored teacher in the city whose salary is $800 or less, and in that of a colored teacher in a county whose salary is $500 or less.

Welcomed by Dr. Howe

The teachers were welcomed to Hampton by President Arthur Howe who spoke briefly on the significance of character in the development of the future of the American citizen.

Mrs. Alma Butts Diggs, of the Isle of Wight Training School, Smithfield, responded to Dr. Howe's address.

Introduced by Mrs. Mildred D. Peters, Norfolk, Mrs. Willa C. Mayer, director of primary instruction Washington, D.C., addressed the conference on "Directing Learning." Mrs. Mayer gave a brief survey of the present social instability of the world and its effect upon the child.

William A. Avery, director of the Hampton School of Education, introduced the next speaker, Dr Florence B. Stratemeyer, Columbia University. "We can no longer be classroom technicians," Dr. Stratemeyer said, "but we must be educational statesman."

Departmental Chairmen

The departmental chairmen were:

Primary teachers, Miss Georgia M. Ballard, Norfolk; intermediate teachers, Mrs Agnes Green, Newport News; grammar grade teachers, W. B. Armstead, Newport News; home economics and industrial section, Miss Beulah M. Turner, Norfolk high and elementary school principals section, Winston Douglas, Norfolk; second district Parent-Teacher Association, Mrs. T. C. Erwin, and rural supervisors section, Miss Mary E. Gibson, Churchland.

H. S. Division Chairmen

The subject divisions of the Department of High School Teachers, with their chairmen, were:

English section, Miss Leah Frazier, Newport News; social subjects, W. C. Fulford Norfolk; mathematics section, Miss Jennie L. Dudley, Norfolk, and science, James P. Archer, Norfolk.

Sectional Speakers

Speakers, lecturers, and demonstrators for the various sectional meetings were:

Miss Wilhelmina Hamlin, State College; Mrs. Irma B. Thompson, Newport News; Mrs. Jessie Smith, Norfolk; Miss Mary Thornton, Newport News; Miss Margaret Jackson, Portsmouth; Miss S. T. Hill, Norfolk; Miss Helen Gould, Newport News; N. B. Curtis, Norfolk;

F. D. Nance, Providence Training School; Carl Hill, Phoenix School; H. E. Fauntleroy, State College; T. C. Erwin, Newport News; Mrs. Phoebe Bassette, Hampton; Mrs. I. N. Wilson, Norfolk, and Miss Dora Washington, Hampton.

The general business session of the conference was held in the auditorium of the Phenix School at which a resolution was adopted that "the place of meetings rotate from Norfolk to Suffolk to Portsmouth to Newport News." The next meeting will be held in Norfolk.

Musical features of the conference program were furnished by the School of Music of Hampton Institute under the direction of Clarence Cameron White.

Conference Officers

The officers of the Second District Conference are: Mrs. Mildred D. Peters, Norfolk, president; H. D. Howell, vice-president; Charles E. Browne, secretary; Mrs. Ethel Griffith, corresponding secretary; D. G. Cox, treasurer.

DR. TURNER AT VA. ACADEMY OF SCIENCES

Afro-American

(Photo of Mrs. Foreman on Picture Page)

FREDERICKSBURG, Va. — The Virginia Academy of Science met on Friday and Saturday, May 5 and 6, in the 11th annual session at the State Teachers' College.

Dr. Turner

The Academy had over 300 delegates among whom were educators, students and practical scientists representing many of Virginia's educational institutions and from all parts of the state. Among them were two of our group of Hampton Institute, Mrs. Madeline Clarke Foreman, A.M., A.M., and Dr. Thos. Turner. They were cordially received. 5-13-33

Mrs. Foreman had demonstration work illustrating the methods of teaching secondary biology. This lady is also doing research work in the Dismal Swamp in Virginia. Many questions were asked her about it.

Dr. Turner read a paper before the academy, "The Natural Distribution of Scotch Broom." The paper was received with greater applause than any paper at that session. Many questions were asked by members of the faculties of the University of Virginia, the Virginia Polytechnic Institute and other schools of the state. His work was warmly praised.

Both left with pleasant memories of the Va. Academy of Science.

While here Dr. Turner and Mrs. Turner were guests at the Rappahannock Hotel. Mrs. Foreman was the guest of Mr. and Mrs. J. C. Grant whose daughter was in college with Mrs. Foreman.

Virginia State Teachers Ass'n Urges Greater Use of Ballot and Petitions For Negro Assistant In Va. Edu. Dept.

By JAMES W. IVY

HAMPTON, Va.—The Virginia State Teachers Association at its 46th annual convention here last week adopted rincing resolutions designed particularly to carry the Negro pupil and teacher through the present crisis in education.

It declared its support of the minimum educational program presented by State Superintendent Sidney B. Hall, urged upon teachers the payment of taxes, especially poll taxes, and their participation more fully in public affairs through voting, and decided to petition the state department of education for a Negro assistant to aid the state's plan for improving Negro schools.

The convention further resolved to petition for the appointment of Negro representatives on all important boards and committees so that the interest of the race may be presented when plans are being made making it possible also for Negro leadership to be informed and thereby to secure fuller cooperation of the race in all state activities.

For Equal Salaries

The delegates also expressed their belief that 'salaries of all teachers in Virginia should be based solely on training and service and, therefore, different salary scales for Negroes and whites should be discontinued." Governor Pollard of Virginia was commended for dsapprovng the laudaton of mob rule by Governor Rolph of California.

Petersburg was selected as the place for holding next year's convention. Approximately 250 teachers registered for the conference. They came from all sections of the state. Sessions were held on the campus of Hampton Inst. A brilliant array of speakers and demonstrators appeared on the various programs.

The present corps of officers, including Mrs. Rose Butler Brown, Petersburg, president, and L. F. Palmer, Newport News, executive secretary and editor of the association's Bulletin, was retained for another year.

Education - 1933

Teachers' Association, State.

Virginia
8

TO SPEND YEAR MAKING SURVEY OF EDUCATION

Journal and Guide 4-8-33

Virginia Society For Research Gets State's O. K.

Norfolk, Va.

PETERSBURG, Va.—The Virginia Society for Research, Inc. held its fourth annual meeting Saturday at Virginia State College here. The Society, an organization of professional men and women of the state dedicated to the promotion of scholarly investigation into problems of human adjustment, had its inception at Virginia State College in 1930. Other annual meetings have been held at Virginia Union University and Hampton Institute.

Among the items on the program of the meeting were reports of investigations made by Miss Wilhelmina E. Hamlin and Miss Edna M. Colson, Virginia State College. Miss Hamlin reported on "The Extent to Which Negro History Is Taught in Elementary Schools of Virginia," a questionnaire-technique study of the prevalence of instruction in the subject in elementary grades, materials and procedures of teaching, and the extent to which elementary children are acquainted with outstanding characters in Negro history.

Present Studies

Miss Colson presented a study of "Negro Teachers Colleges and Normal Schools," a thorough analysis and appraisal of the work of these institutions in the light of standards set up by The American Association of Teachers Colleges. This latter investigation is to be published in the forth-coming year-book number of the Journal of Negro Education.

Miss Eva C. Mitchell, Hampton Institute, was elected president of the society for 1933; Prof. D. A. Wilkerson, Virginia State College, was reelected for a three-year term as secretary-treasurer. Other members elected to the board of directors are: Miss Edna M. Colson, retiring president; Henry J. McGuinn, Virginia Union University; and William M. Cooper, Hampton Institute.

Officers Elected

Plans are being considered by the society for undertaking during the year a thorough survey of all aspects of Negro education in Virginia. It is expected that grants will be forthcoming from several sources to finance the investigation. The project has the approval of the State Department of Education.

Comprising the membership of the Virginia Society for Research are thirty-one educators and social workers in various parts of the State.

Those present at the annual meeting were Edna M. Colson, Virginia State College; William M. Cooper, Hampton Institute; Robert P. Daniel, Virginia Union University; H. E. Fauntleroy, W. E. Hamlin, J. H. Johnston, A. L. Lindsay, Virginia State College; Henry J. McGuinn, Virginia Union University; A. L. Meredith, Virginia State College; Eva C. Mitchell, Hampton Institute; and D. A. Wilkerson, Virginia State College. Guests of the society at its annual meeting were: President John M. Gandy, Reuben R. McDaniel, David W. Cannon, Virginia State College; L. F. Jeffries, and A. P. Watson, Virginia Union University.

Education-1930

General.

Teachers' Salaries.

Salary Of Negro Elementary Teacher Averages But $548

LOUISVILLE, Ky., Aug. 17—(By ANP) — The National Advisory Committee on the Education of Negroes met in Louisville, Ky., last week in connection with the convention of the National Association of Teachers in Colored Schools. This was the fifth meeting since the organization of the Committee in 1930. Its function has been to advise with Dr. Ambrose Caliver, specialist in the education of Negroes, U. S. Office of Education, with reference to the special surveys of secondary education among Negroes and the education of Negro teachers, as well as problems arising in connection with the regular work of the specialist.

The particular feature of this meeting was a report by Dr. Caliver of the findings and conclusions of the Survey of the Education of Negro Teachers, that has been in progress during the past three years and which is now completed.

Although variations exist between different states, the following are a few of the findings and conclusions reported:

(1) In general, the preparation of Negro elementary teachers in 1930-31 was far below standard;

(2) About 22 per cent had not progressed beyond the fourth year of high school;

(3) 56 per cent ranged between high school education and the accepted minimum standard of two years of college (nearly half had not reached that standard);

(4) Only 22 per cent had more than two years of college;

(5) In two States more than 50 per cent of the Negro elementary teachers had not advanced beyond high school as compared with a corresponding percentage of less than seven for white elementary teachers in the same States;

(6) The medium annual salary of Negro elementary teachers was only $548, and ranged as low as $304 in one State.

Some recommendations based on other findings of the survey were:

(1) Teacher-preparing institutions for Negroes should raise their entrance requirements;

(2) They should inaugurate definite programs of student personnel research and administration;

(3) Less variation should exist in the curricula policies and practices of Negro institutions;

(4) Special attention should be given to the selection and preparation of rural teachers; Rural teaching should be made more attractive to Negro teachers with high qualifications;

(5) The dual certificate system for white and colored teachers should be discontinued and Negro teachers should be certified and allowed to teach only those subjects for which they have had special preparation;

(6) High school facilities should be extended and improved in order to provide better prepared applicants to the teacher-preparing insttiutions.

(7) In addition, a brief summary statement was made concerning the following three studies, which have also been completed and are soon to be released by the U. S. Office of Education: A study of rural elementary education among Negroes under Jeanes supervisors; a background study of Negro college students; and a survey of secondary education among Negroes.

TEACHERS GET AID OF FEDERAL FUNDS

Hopkins Authorizes States to Use Relief Money to Hire Those Now Idle.

TO OPEN RURAL SCHOOLS

Code for Educators, Filed by Federation of Teachers, Is Rejected by NRA.

Special to THE NEW YORK TIMES.

WASHINGTON, Aug. 22.—A plan of the Federal Emergency Relief Administration to aid needy, unemployed teachers by authorizing expenditure of relief funds to furnish them employment in certain cases, was announced today. It will provide for the reopening of schools in many States, especially in rural sections, which have been closed for lack of public funds.

Harry L. Hopkins, Relief Administrator, said during a call at the White House that he had dispatched telegrams to the Governors and State relief directors authorizing expenditures from relief funds to pay work-relief wages to teachers.

The teachers receiving this aid will be assigned by the regular school officials to rural schools that have been closed or where the terms have been curtailed. Some of the teachers may be assigned in cities to teach adults who cannot read and write English.

The expenditures from the Federal fund will be confined to the minimum needs of the teachers, and no relief money will be allowed for fuel, textbooks or other school expense.

Hopkins Explains Plan.

"I consider this kind of work relief one of the most constructive applications of the principle of exchanging service to the community for public aid," Mr. Hopkins said. "The need for relief to teachers is clearly apparent. Thirty-three States have reported through their education officials that approximately 80,000 teachers are unemployed. Some fifteen States have definitely reported shortened school terms, and in some districts this has meant curtailing them to the vanishing point.

"While it is most emphatically not the intention of the Federal Emergency Relief Administration to subsidize the school system in any community or to relieve school officials of their responsibility, I believe that the expenditure of work-relief funds in the interests of destitute teachers will result indirectly in great community benefit.

"In many rural communities the complete closing of schools virtually means the disintegration of community life for children. No one will ever be able to make up the loss to the children who are deprived of education, for the plastic state of childhood mind comes but once.

"Where schools are closed or terms are reduced to a month or two a year, despite increased enrollment, we have a great paradox. It is the expectation of the Federal Emergency Relief Administration that this paradox can be righted, in some part, by permitting the teachers to give their services on the basis of their relief needs."

Authorization to States.

The text of Mr. Hopkins's communication to Governors and State relief directors follows:

Your relief commission is authorized to use Federal relief funds now available or to be made available by the Federal Emergency Relief Administration to pay work-relief wages to needy unemployed teachers or other persons competent to teach and assign them to classrooms up through the eighth grade, provided:

First, that these teachers are assigned by the relief offices to appropriate educational authorities who will have entire supervision over their activities; second, provided that they are assigned only to those schools which prior to this date have been ordered closed or partially closed for the coming school year because of lack of funds; third, this applies only to rural counties.

State relief administrations are also authorized and urged to pay from above funds relief-work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties.

Under no circumstances should relief funds be used to relieve counties of their proper responsibility for education, nor should these activities permit the substitution of relief teachers for regularly employed teachers.

Teachers' Union Files Code.

The Executive Council of the American Federation of Teachers, through Henry R. Linville, president, and Florence Curtis Hanson, secretary-treasurer, has applied to the National Recovery Administration for approval of a proposed code for public schools and public school teachers.

The code was not accepted by the administration, being returned to the federation for two reasons. It was explained that the teachers of the country were mostly government employes, so fell outside the jurisdiction of the NRA, and that the administration was acting only on proposed codes received from employers.

Moreover, the representative character of the federation is question, the understanding here being that the vast majority of teachers in the country are not members of it. The federation is an affiliate of the American Federation of Labor.

The American Federation of Teachers set forth in its proposed code an exposition of the factors which it held to be essential to the continuance of teaching as a public service, namely: A living wage, security of tenure, decent working conditions, right to establish teachers' unions and to affiliate with organized labor, opportunity for culture and professional study, maintenance of standards and provision for old age.

Referring to comparison of earnings of teachers and other groups, the code stated that the average salary of teachers, principals and superintendents in public schools was $1,275 in 1926, as against an average of all gainfully employed in the country of $2,010.

It proposed that there should be no discrimination in the amount of salary paid to men and women teachers, and that payment be made on the basis of service rendered without regard to sex, race, religion or social status, including marriage.

NEW YORK WORLD-Telegram

NOV 8 1933

TEACHERS' PAY LAGS UNDER NRA

Trails That of Unskilled Workers by Increasing Margin, Figures Show.

Special to the World-Telegram.

WASHINGTON, Nov. 8.—New figures, confirming the charge that tens of thousands of teachers earn less than unskilled laborers, appeared today. They were made last summer by the National Conference on the Financing of Education, and are published in "School Life," magazine of the Federal Office of Education.

Since the figures were compiled investigation shows, NRA wage codes in industry have operated to make the discrepancy even wider. The NRA provides minimum wages, but the magazine article points out there is no such thing for public school teachers. The Office of Education found one Negro school where neither principal nor staff had received any pay since 1931.

"Unskilled factory workers in plants operating under the President's re-employment agreement receive a minimum of 40 cents an hour," the article points out. "It appears that at least 41,000 rural teachers are paid less than such a factory worker labored steadily for a 35-hour week he would receive $14; for a month, $56; for 3 weeks, equivalent to a teacher's normal school year, $504. "The blanket code minimum for unskilled labor. As a matter of fact $504 is twice as much as several thousand teachers in public schools are now receiving."

Education—1932 Georgia

Teachers' Salaries.

Moultrie, Ga. Observer
Friday, February 17, 1933

COUNTY SCHOOL HEAD'S PROBLEM DIFFICULT ONE

Preponderance of White Population Is Big Contributing Factor

The preponderance of white population in Colquitt county militates against the county's rural school system under the system the state department of education employs in the distribution of funds, figures show. This county receives from the state or rather did for the year 1931-1932 a total of $55,310 and from its county-wide school tax of five mills $17,997.98. The enrollment in the schools totaled 5,322 white pupils and 957 colored. Brooks county for the same year received from the state $51,397.06 and from its county wide local tax $14,390.15. Its white pupils numbered 1917 and colored 2378. Mitchell county schools got from the state $58,776.29 and from its county wide school tax $27,260.32. Its schools had enrolled 2478 white pupils and 2,774 colored. Thomas county's funds from the state totaled $55,285.14 and from county wide school tax $29,141.40. Its rural schools had an enrollment of 2,979 white pupils and 2,725 colored. Worth county received from the state $54,999.43 and from its county wide school tax $18,900. Its white pupils numbered 3,239 and colored 2,347. It was pointed out by L. O. Rogers, superintendent, that the counties receive as much from the state for colored pupils as they do for whites. It is a known fact, however, that the money spent on them by none of the Georgia counties is more than half as much as is spent on the white pupils. This explained, largely by the difference in the scale of faculties.

In Colquitt there are 26 colored teachers. They draw salaries of about $20 per month, while the 111 white teachers of Colquitt average about $300 a year or about $50 per month. It can therefore readily be seen how the other counties get far more in proportion from the state than Colquitt does. Brooks, for instance, has more colored children in its rural schools than it has whites. The total number of children enrolled in the rural schools of Colquitt —6279 to be exact—is larger than that of any of the other counties. Thomas ranks second with 5,704. Yet that county has in the school year cited $84,426 with which to operate, and nearly half of its pupils were colored, compared to Colquitt's total of $73,307 with all but 957 pupils white.

The figures given do not include local taxes levied by any of the school districts of Colquitt or of any of the other counties. They simply represent as stated, money received from the state including the equalization fund and the county wide school tax levies.

SCHOOL TEACHERS' SALARY CUT

To the Editor of The Telegraph:

Less than a month ago the Bibb County Board of Education voted to cut the school teachers' salaries eighteen per cent until the end of the school term, amounting to a cut of ten per cent for the year. This cut was a horizontal one—applying to the highest and lowest paid alike. But think what this means. The salaries range from about $41 dollars per month for some of the Negro teachers to $5,000 yearly for the county superintendent. With the eighteen per cent cut, the $41 salaries will be reduced to approximately $33.50, while that of the superintendent will still be as high as $4,100.

One may say, "Thirty-three dollars is enough for a Negro to live on, some domestic servants get as low as $4 or $5 a week and still manage to get along." But teachers are not furnished two or three meals a day as are servants. They have to provide themselves with street clothes in which to teach. They have spent several years and quite a sum of money preparing themselves for their profession. With an eighteen per cent cut they will scarcely be able to exist.

The salaries of the white teachers receiving the minimum of beginners were barely adequate as it was. Many of them are supporting families and have more expenses than some of the higher paid teachers.

Cannot something be done about this situation? Would it not be possible to work out a plan whereby those receiving the higher salaries would bear the brunt of the cut, keeping it from being so severe on the lower paid teachers? In an editorial appearing in The Telegraph several weeks ago such a plan was advocated. Many of our most thoughtful people favor it. With the times as they are, I think that even the school teachers who would be adversely affected would see the wisdom and justice,—nay, the humanity of such a plan. Why can't we have action to this effect?

Macon, Ga. LOUISE JOHNSON.

Education-1933

Maryland

Teachers' Salaries.

INTERRACIAL BODY ASKS J.C. REPEAL

Annual Report Also Asks Equal Minimum Teachers' Salaries.

CITES INEQUALITY IN PUPIL COST

Afro-American

Colored Cost Per Pupil Half that of Whites

2-25-33

Recommendations that the Jim Crow laws in Maryland be repealed and that the state equalize the minimum salaries of white and colored teachers in the counties feature the annual report of Governor Ritchie's Interracial Commission, released this week.

Baltimore

Other recommendations in the report included an appropriation for maintenance of Morgan College of at least $36,000 per year until adequate higher educational facilities are provided by the state; the establishment of a tuberculosis preventorium for children and the request that proper industrial educational facilities be provided at the House of Reformation at Cheltenham.

Cites Discrepancies

Illuminating figures on the educational facilities for white and colored children are cited in the report. Although outlining the gains made during the last few years, the report points out that the average cost per colored pupil in the elementar schools of the state is $25, while that for whites is $50.31. The average cost per white pupil in the high schools of the state is $93.54 as against $47.31 for the colored pupil.

An increase in the attendance in both elementary and high schools as well as a decrease in overageness and tardiness in the state schools is shown by the report.

Average Salaries

In citing the average white salary in the high schools as $1,559 as against $882 for colored and the white elementary school salary of $1,217 as against $650 for colored, the reports showed that the average salary of the white teacher is about twice that of the colored teacher.

The report also shows that while the state appropriates $306,000 in aid of colleges open only to white students, it appropriates just $26,000 to Morgan College, the one school of higher learning open to colored students.

Jim Crow Law

On the question of jim-crowism, the commission took a strong stand in favor of the repeal of the law now on the statute book. In addition it recommended that members of the group be appointed on all boards and commissions in the state, especially those that have close relation to colored citizens.

Although the report discussed at length the unemployment and economic problems in the state, it made no direct recommendation as to solution. It pointed out that colored people receive lower wages and that there are no colored policemen, firemen, motormen, conductors or meter readers, and suggested that the state might set an example for the public service industries by employing colored citizens in its various departments.

The report also called attention to the need of a wider study of the problem of the feeble-minded, handicapped and delinquent.

Needs Executive Secretary

Another matter to which attention is called in the report is the need of a full-time executive secretary. It was learned that an effort would be made at this session of the legislature to obtain an appropriation for this purpose.

EQUAL TEACHER SALARY BILL IN LEGISLATURE

Afro-American

Interracial Commission Measure Would Be Effective in 1935

2-25-33

JIM CROW REPEAL FIGHT GAINING

Baltimore, Md.

Committee Taking Effort to Counties.

BALTIMORE, Md.—A bill equalizing salaries of white and colored teachers in the counties of Maryland which would become effective in 1935, was offered by Louis Binder (Democrat Fourth District), in the House of Delegates, Friday.

The bill, it is understood, is being sponsored by the Interracial Commission of Maryland.

Effective in 1935

In commenting on the measure Monday, Mr. Binder told the AFRO-AMERICAN that the measure had been framed so as to meet any opposition which might arise out of the present depression, in that it would not become effective until 1935. It is the intention of the body to make a stiff fight for its passage at this session of the legislature.

Last week, the Citizens' Jim Crow Appeal Committee, organized some time ago to push the bill repealing jim crow laws, voted to include the equalization of teacher salary measure in a petition they are circulating throughout the state. This group has established headquarters at 521 McMechen Street, where the work of organizing the fight for the two measures will be conducted. Nearly a hundred white and colored men and women make up the committee which also comprises the legislative committee of the State Teachers Association.

Among those who joined in the fight this week and will serve on the general committee are the Rev King D. Beach, white, of the First Methodist Episcopal Church; J. Harry Schad, white, business manager of the Young Republican League of Maryland; Walter Washington, Overlea; Mrs. Lucy D. Robertson, James F. Walker, Jesse L. Nicholas, Calen L. Tait, of the Republican State Central Committee.

$473,139 Short. Maryland's Most Brazen Highwayman

Afro-American

3-4-33

Baltimore, Md.

The Maryland Interracial Commission, headed by Dr. John O. Spencer, of Morgan College is to be congratulated for its insistence on the equalization of colored and white county teachers' salaries in Maryland.

This was the first question taken up when the commission was organized in 1927, and today, after six years, it holds as tenaciously to it as in the beginning.

Incidentally, the commission makes public indirectly the sum of money which colored teachers are losing each year because of the unequal salary scheme.

It points out that the annual salaries in counties of the state for the year 1931 were:

	White	Colored	Difference	Per cent
High School	$1,559	$882	$667	56.5
Elementary	1,217	650	567	53.4

Using these figures, the AFRO-AMERICAN notes that the 90 colored teachers in county high schools finish each year $60,930 short, and the 727 colored elementary teachers in county schools finish up their work $412,209 short.

Total sum of which colored teachers are robbed by legal action of the state and county boards of education is $473,139.

Why shouldn't Al Capone hold us up and National City banks of New York sell us worthless securities when a state like Maryland is permitted officially to rob 817 teachers on account of their color and wickedly send thousands of Negro children into the world under handicap of poorly paid for instruction?

There are times when patience ceases to be a virtue. This is one of them. The friends of decency and honor in Maryland should, without delay, take this case to the United States courts and tear the mask from one of the most brazen highwaymen in the nation today.

North Carolina

Education

Teachers' Salaries.

Greensboro, N. C. Patriot
October 30, 1933

Negro Teachers Ask Equal Pay

Delegates to the first state conference of the North Carolina branches of the National Association for the Advancement of Colored People, at Raleigh Sunday, went on record as standing behind efforts to equalize the pay of negro and white school teachers.

Officials of the branches, who organized a statewide association, voiced themselves as favoring a definite campaign to look into the possibilities of eliminating the differential between salaries paid teachers of the two races, and if necessary to take the issues to the courts.

Burlington, N. C. Times
October 30, 1933

Negroes In State Seeking Increased Pay For Teachers

Raleigh, Oct. 30. —(UP)— Before 2,000 negroes from practically every county in the state, the National Association for the Advancement of Colored People began its campaign here Sunday to raise negro school teachers to the salary level of white teachers. George W. Streator, Greensboro negro, former teacher and now business manager of "the crisis," was the chief speaker.

t was not announced how soon the salary fight will be carried into the courts.

Greensboro, N. C. News
October 31, 1933

National Negro Organization Feels It Must Go to Courts Over Negro Teachers' Salaries

Daily News Bureau and Telegraph Office
406 Wachovia Bank Bldg., Fayetteville St.

Raleigh, Oct. 30.—National Association for the Advancement of Colored People has precipitated race war in North Carolina and if the association wins in the courts it must tackle the North Carolina general assembly.

That is the result of the two days of intense activity in North Carolina. The association at a big mass meeting yesterday in Raleigh, mustered strength enough to make manifest its purpose if there had been none declared. The association believes that it must use the big stick on the courts and the legislature in the south. In North Carolina the state officials are ready.

The attack on state teachers' salaries to be paid North Carolina negroes is the big issue that the state officials will face. There is a lot of white support to the demands of the agitating N. A. A. C. P. On the state school commission there are men who believe the state could have done better in salary differential. But they are by no means certain that a differential in salary means also a discrimination

Don't Call It Discrimination.

For instance, the maximum white teacher salary is $720. The highest for the black teacher is $560. That is a difference of $160, mathematicians make it 22 per cent. But the state is not ready to admit that the differential is discrimination. The courts may hold otherwise, but if they do the state will gather its legislature and promulgate a difference in standards based on collegiate excellencies. For instance, a white teacher gets a grade A certificate and teachers for $90 a month. A negro teacher gets a grade A and teachers for $70. But if the state is driven to it the colleges may be appraised. A grade A from Shaw university would not stack up with a grade A from Duke university, University of North Carolina, Harvard, Yale, or Wisconsin Thus, if the grade A is graded the last estate of the agitators may be worse t... the first. And that would be pretty bad.

Might Take Over Teaching.

But that's not all. If the state is driven to it and the courts should hold that the certified teachers of the negro race are discriminated against, then the state may cure that by having no teachers at all. This could not happen in South Carolina where it once was an offence for a white person to teach a negro. The affront was not social. South Carolina did not desire negroes to know anything. But if it should be held that North Carolina may not make distinction in teacher salaries, it might be necessary for North Carolina to dodge that issue by having white teachers tutor the negroes. It is a relationship observed in other professions. No doctor thinks of turning down a negro client, no lawyer declines to take employment from a black, no dentist feels debased if he plugs the teeth of a negro sufferer. And so it goes. In Raleigh and in Durham white linotype operators have worked for negro publications, setting up their type which happened to be black. But there was no color line.

Teachers Sneered At.

One of the standing sneers of the N. A. A. C. P. is the negro teacher. The N. A. A. C. P. thinks there is some justification for the fear shown by these teachers because they are in the hands of the Philistines, who these days happen to be white people. But there is no let-up in the caricatures on these "syclophants."

There is a better reason that the N. A. A. C. P. knows. The teachers of these negro children may be thrown out, not individually, but racially if the state is not allowed to proclaim a differential in salaries. To date Governor Ehringhaus has said nothing on this subject for publication, but his excellency, who is a liberal Episcopalian, thinks it is late in the day for anybody to set up the cry of discrimination.

"There are differences in the pay of stenographers, departmental clerks, janitors and other workers," he said today, talking informally to a group of people discussing the mass meeting yesterday. The state never has paid anybody uniform salaries. The constitutional and statutory offices differ greatly. The state treasurer gets $4,500 salary. The attorney general $7,500. There are a lot of these differentials.

Governor is Stirred.

Mr. Ehringhaus does not think they constitute discriminations and as a lawyer he does not believe the courts of any jurisdiction will so hold. Of course he is stirred by this thing. He was getting along handsomely with the state's affairs. He doesn't think every white man's act has been godly or all the time actually human, but he thinks the state is making progress toward a settlement of real race grievances.

So does Dr. N. C. Newbold, head of the division of negro education. He is exceedingly liberal, but he would be called a "pussy footer" and a "standpatter" by his friends of the N. A. A. C. P. He does not move rapidly enough. They believe that they have revolutionized working relationship in the Mississippi valley and they think they have compelled the courts to hear their prayers. They dote on the fear of God which they fling into the whites. They believe their secretary, Walter White, is the most terrifying individual outside hell and that he is excelled only by Old Nick himself.

This happens to be a little exaggerated. The North Carolina politician is more likely to add injustice than to subtract when his courage is challenged. But if there are courts which will take from North Carolina its right to regulate school affairs, these affairs will be amended.

Indeed, as the Raleigh writers say there is a special session "looming" if there should be any serious hurt to the salary schedule. Men like Mr. Newbold have become out-dated. The N. A. A. C. P. regards him and his liberal white brethren too slow. They trust to the power of agitation. Well, they have about agitated all the race into trouble by threatening them with the courts.

If these tribunals should see the situation as the agitators view it there is the third recourse—repeal of the state school law and return to local control where school committeemen directing all the affairs have no difficulty getting along with the applicants for schools. It is more than probable that such a step would be taken. There have been advocates of it ever since the legislature adjourned and the complications of the state law were analyzed

Tomorrow there will be a meeting in Raleigh of the inter-racial committee. Its conjunction is also precipitated in part by the latter two days development. The committee is right much concerned. The N. A. A. C. P. is highly pleased with its showing Saturday and Sunday. It made a great appeal to much of North Carolina. There were 2,000 people here yesterday, negroes from everywhere. They think they did their cause great good in organizing the negroes. But they have organized the whites also. There is no reason to think the form of race war will get to be violent. It is a court and a political contest in which the negro teachers will themselves most likely join the state since as a policy of self-defense the state might be driven to employ white teachers in all the negro schools and to predicate both certification and remuneration on an entirely different basis from that used at present. The N. A. A. C. P. has stirred up more than it meant to do and may not be so pleased if the state should use the same courts to establish its contention

N.C. ARMS FOR COMING BATTLE WITH NAACP

(Continued from page 1)

state. The drive which is scheduled to open November 15 and to continue through to December 15 will be under the direction of Mrs. Daisy Lampkin, who at present is in Richmond, Va., conducting what is reported to be a successful campaign of a similar nature.

May Appeal For Funds

An immediate appeal is being contemplated for funds with which to carry on both the civil and the criminal battles contemplated by the association. The criminal case involved concerns Florida Bullock and Beaufort Kelley, who were given life sentences for the for the kidnapping of a white girl in Henderson. During the course of the trial racial fury grew to such proportions that Attys. C. J. Gates and M. H. Thompson, Durham lawyers representing the defendants, were fired on by angry white mobs as they left the court house.

At present there are between 6,000 and 7,000 colored teachers in the state while the whites number approximately 16,000. It has been estimated if the salaries of Negroes teachers, which at present are 22 per cent lower than those of whites, were brought up to the level of the white teachers, the state would be forced to pay an additional $1,000,000 in wages. The possibility is, however, that a medium would be struck in which white teachers would suffer a 12 per cent decrease while colored teachers would average a 30 per cent increase.

Whites Favor Action

It is reported that there is a great deal of white support in the state for the civil battle which he association is waging, some members of the commision even realizing the injustice of the present system. These however represent personal and not official opinions.

One proposal made to beat the association at its own game involves he promulgation of a new scale of standards on which salaries are based. Instead of having both white and colored teachers holding grade A certificates and getting different salaires, colored teacher training institutions could be so appraised that Negro teachers could hold only inferior certificates calling, naturally, for a lower salary. This, it could be logically shown, would not be discrimination but classification on the basis of merit.

One of the difficulties reported facing the association fight for the equalization of teachers salaries is the support of colored teachers themselves who, it has been said, have expressed the fear that if they contested their wages and supported the association in its fight, they might be relieved of their positions. This however, is looked upon as a minor detail.

Mass Meeting Succesfull

At the mass meeting Sunday to which such personages as Dr. W. E. B. DuBois, editor of the Crisis; Dr. J. E. Spingarn, president of the N. A. A. C. P., and Oswald Garrison Villard, editor of the Nation, were 6invited but were unable to attend. Messrs. Streator, White, and Hastie created wide comment by their fiery speeches.

"If they are good white folks," said Mr. White, referring again to the new white man spoken of formerly, "they won't be antagonized by a clean-cut stand for Negro rights."

He stressed the need for intelligent and aggressive organization, and appealed for support of the N. A. A. C. P. "Put aside the smug, self-satisfied attitude," he urged in closing.

State Officers

The officers of the newly formed state body of the N. A. A. C. P. are as follows: Dr. George Knightengale, High Point, N. C., president; Mrs. Julia B. Delaney, of Raleigh; the Rev. E. C. Miller, of Greensboro; Atty. P. S Escoffery of Durham; Prof. C. F. Hamlin, of Wilson; and E. C. Starkey, of New Bern, vice-presidents; Conrad O. Pearson, of Durham, secretary; Irma Henry, of Winston-Salem, assistant secretary; E. M. Mitchell, of Winston-Salem, treasurer.

The purposes of the organization as stated by Dr. Knightengale are as follows:

1. To prosecute certain cases in which Negroes have been railroaded through the courts without regard to justice and due process of law.
2. It pledges its utmost support in the fight against inequality in the schools of this stae.
3. To contest the practice of the exclusion of Negroes from jury services in the courts of this state.
4. The practice of barring of Negroes from the polls and denying to them their rightful use of the franchise.
5. The flagrant violations of the spirit and letter of the rights of Negroes under the N. R. A. codes in North Carolina.

He stated that this organization goes on record as favoring the unionization of Negro labor for its own protection.

N. C. Arms For Coming Battle With NAACP

Journal and Guide 11-4-33

School Commish Goes Into Huddle Friday; State Organized

Norfolk, Va.

Special to Journal and Guide

RALEIGH, N. C.—With forbidding clouds of impending legal warfare over the question of differentiated salary scales for colored and white teachers in this state imminent, members of the State School Commission have been summoned to meet here, Friday, November 3.

Though the meeting is understood to be for the discussion of routine matters only, a local daily claims to have learned from reliable sources that the meeting will be used to "get the members of the commission together on the stories they will tell" regarding the point at issue.

Meanwhile the state officials, frightened by the unprecedented showing of Negro power, solidarity and enthusiasm exhibited at the climaxing session of the N. A. A. C. P. state wide conference held in city auditorium here Sunday when over 2,000 Negroes gathered to hear George W. Streator, Walter White and William H. Hastie launch an offensive against legal practices and teachers' salaries in the state, are marshalling legal acumen and scanning yellow pages of legislation to get the drop in the event the battle enters the courts.

Procedure Not Known

No move, as yet has been made by the association which is reported to be pondering whether to open a legal attack in the courts or to make an appeal to state officials and school authorities first. It is probable, however according to the opinion of persons supposed to be on the inside, that the procedure will be for injunctive relief. The association has announced its intention of remaining in the state to carry the battle through to some definte conclusion.

ROCKY MOUNT, N. C.
TELEGRAM

OCT 31 1933

Teachers Salaries

The agitation for an increased salary for Negro school teachers in North Carolina may result in court action to force the State School Commission to pay all teachers on the same basis. It was not the purpose of the Legislature that a similar rate should prevail for white and colored teachers, or that is the interpretation placed on the law. And while we feel that the Negro teacher has a reasonable ground to justify his complaint, we are of the opinion that court action in an effort to enforce equality in wages will not work to the advantage of the Negro teacher in the long run. The result may be the development of an animosity between the races that will work to the advantage of neither.

North Carolina is an enlightened State and its treatment of colored citizens is superior to the treatment accorded them in number of other Southern states. Court action and the attempt to use force will not improve relations.

WILMINGTON, N. C.
STAR

NOV 1 1933

TO NO GOOD END

THE fight of the National Association for the Advancement of Colored People over the school salary differential in North Carolina now gives promise of reaching the courts for a decision, but every indication that the state holds a "hidden ace" in event of an adverse ruling.

Specifically, the N. A. A. C. P. opposes the differences in salaries paid white and negro teachers. In order to force the issue they are prepared to seek legal assistance.

What a court would say on the matter is problematical. The state would of course contend that a difference is not necessarily a differential, and if defeated on that point is prepared to show there is a discrepancy in the grading of certificates between the two races. It would for instance, contend that a Grade A. certificate to a graduate of Duke or Carolina would demand more consideration than a similar certificate from a negro college, and on this ground would probably be invulnerable.

The major point however is that N. A. A. C. P. is doing no good. As the *Raleigh News and Observer* points out, the advance of the negro in North Carolina has in every instance been fostered by white leadership, and this same leadership will continue its friendly assistance if left alone.

In the face of this gradual development, however, the negro agency is injecting a spirit of antagonism that in the long run may count against the people it essays to serve.

There are issues which cannot be forced to the betterment of the forcers.

CHARLOTTE, N. C.
NEWS

OCT 27 1933

Better Make Common Cause Now.

State school commission points out that it is the local communities which fix the salaries of and make contracts with individual teachers, white and black, and hence if there is to be ~~a best~~ case made of discrimination between the races, it is no concern of the commission.

The commission would do that. Although it is practically omnipotent in public school affairs it wishes it understood that it will not attend local parent-teacher meetings, drive busses or referee fights on or off the schoolgrounds. Which, one might think, would make it a mere book-keeping and money-distributing agency, responsible alone to the Legislature by which in a moment of weakness it was created.

The commission will learn, however, and that before long that there is no way to administer public affairs in North Carolina without getting tangled up with those administered for and upon.

There will be no successful passing of the buck if and when there is adjustment of salary scales as between the races. We have no brief to present for the fixing of a Negro teacher's wages as a rate lower than that which the NRA forces employers to pay janitors. We do, however, doubt seriously the capacity of even the all-powerful school commission to get away with taking from the pitiful wage now paid white teachers a million dollars for splicing the more pitiful amount allotted the Negroes.

If that time comes, there will arise a situation which will call for more statesmanship than has hitherto been exhibited by even the alert and astute secretary of the commission and we nothing doubt that the whole intelligence of North Carolina, horse, foot and dragoons, will be called upon to cope with it.

Education - 1933

North Carolina

Teachers' Salaries.

GREENSBORO, N. C.
NEWS
SEP 28 1933

THE N. A. A. C. P. AGAIN.

The New York Afro-American gives the program of the National Association for the Advancement of Colored people in testing of the North Carolina school law in both state and federal courts.

That program, as interpreted by some of the Raleigh reporters, contemplates an attack upon the validity of the teachers' salary differentials. At the 1933 general assembly the state took over the entire school system, repealed the 15 cents *ad valorem* levy and by its legislatively created school commission fixed a schedule of salaries under which more than 23,000 teachers are to be paid. The negro teachers draw an average of about $20 a month less than the whites. The state sponsors this discrimination. The state is to be attacked for permitting it.

Until some such salaries have been drawn there is nothing actually before the courts, but if the commonwealth undertakes to put into operation these two sets of compensation we are informed the N. A. A. C. P. will probably bring an injunction restraining the state of North Carolina from the payment of those salaries. The first hearing will be in the Superior court, then an appeal to the Supreme court. If the North Carolina tribunals uphold the law then the N. A. A. C. P. will appeal the cases to Washington and ask the United States Supreme court to declare the law invalid on the ground that it contravenes the 14th amendment to the federal constitution.

Whatever may be said for the master mind of the Hon. Angus Dhu McLean the Scotchman's plan was not so hot the day he shunted all local school control off onto the state. Neighborhood determination of salaries and wages has always stood the test because of peculiar local conditions. It is quite another thing when the state undertakes to supervise the affairs of a thousand different localities. If we were seeking an immediate and lasting immortality as a lawyer we can think of hardly any proposition that we could carry before Mr. Justice Brandies and Mr. Justice Cardozo that would give less promise than the state's position in this salary arrangement. There are signs that the N. A. A. C. P. had fallen into innocuous desuetude as the Ku Klux klan dropped about ten years ago, but if this sort of thing does not furnish a racket to a thousand members of this association we shall be greatly surprised.

GREENSBORO, N. C.
NEWS
SEP 3 1933

NEGROES AND TEACHERS' WAGES.

Editor of The Daily News:

The consensus of opinion in New York city is that the N. A. A. C. P. is rather too officious in its intermeddling with the control of Harlem hospital. This writer seeking to find out the attitude of outstanding negro people of Harlem to present conduct of some self assumed leaders. They feel that for selfish purposes this small group of men are selfishly interested hoping to create sufficient interest in themselves so that financial collections may be readily made thereby bolstering the organization in such a way that the powers that be in state or nation may confer with them. I find that the negroes who went north and are successful enough to secure jobs and position, feel that the great body of the race in future should keep a weather eye on all negroes who just now would cause any friction by way of irritating our present condition.

No one wishes any Supreme court agitation over differences in salary schedule of white and negro teachers. Many of us know that there are many irregular things done in the state and nation, but know too well that our friends at court are doing their best to secure just and fair treatment. Men who are making no financial sacrifice to help that negro will have no force with his own race and much less with the white race. Why can't the N. A. A. C. P. regulate housing conditions right at its own doorstep without coming to North Carolina to reprimand our state school commission about the 30 per cent difference in white and negro teachers' salary? Why did they or some of the members feel that the renters who did days work were better able to pay 6 per cent rather than 3 per cent. If we are solicitous about how the negro should be treated, then begin at home.

Negroes in North Carolina have not had all they desired, but prefer to be left alone and all will be well in the end. The masses of both races must be educated to do the right thing by each other, not by appeal to the courts, forgetting that new mandates may be given new legislatures. The hearts of men must be touched to aid his weaker brother along all lines.

C. M. EPPS.

Greenville.

Education - 1933

Teachers' Salaries.

North Carolina

Raleigh, N. C. Times
October 31, 1933

Officials Of State Watch Militant Move Of Negroes

School Commission Certain To Keep Abreast Of Situation; Rumored That N. A. A. C. P. Will Stay Out Of Squabbels Until They Reach Supreme Court

While nothing but "routine" business is scheduled to be transacted by the State School Commission when it meets here Friday, indications are the threats of a number of North Carolina to start action in the courts to compel the State to pay its Negro teachers as much as it does its white teachers will be discussed.

The mass meeting here of Negroes Saturday and Sunday when plans were laid for lining up Negro school teachers and others in the National Association for the Advancement of Colored People at $1 a member exclusive of the national Negro monthly magazine, "The Crisis," at $2 per year subscription, have caused State officials to wonder just how far the Negroes will seek to go.

There are indications that the National Association for the Advancement of Colored People, of which the militant Walter White is executive secretary, will not enter into the contest brewing in Henderson to test the right of the courts to bar Negroes from jury service, but that if the State Supreme Court should turn down the case if it reaches that tribunal, then the N. A. A. C. P. would hop in with much trumpeting and take the case on into the United States Supreme court.

Furthermore, there are reports that the same procedure will be employed if a test case is instituted to compel the payment of the same salary to Negro teachers as is paid white teachers provided both hold the same kind of certificate. This action is slated to be brought in Wake County it is reported.

Another factor apparently overlooked is that the 1933 General Assembly in enacting the 1933 School Machinery Act so fixed that act that if the Negro teachers, who despite the fact they are paid less than the white teachers in this State are better paid than are Negro teachers in other Southern States, contest it, one action will not suffice for the some 6,500 Negro teachers in the State. It is being said that it would be necessary for individual suits to be brought by the Negro teachers to attain their hope of getting the same amount as white teachers.

It is being rumored that White, who urged some 2,000 Negroes here at a mass meeting Sunday to "struggle until all the lines of race and creed and color are eliminated from American life," and his co-workers consider North Carolina one of the most fertile fields in the South to put on a membership campaign.

A goal of 100,000 members has been set in this State in the campaign to get members of the N. A. A. C. P. and since the national organization gets fifty cents out of each paid up member the national body will get $50,000 if 100,000 Negroes join the organization in this State. Half of each dollar paid for membership will remain in this State, it was said.

It was also rumored that the N. A. A. C. P. is also interested in getting subscribers for "The Crisis," Negro monthly magazine, and that a campaign will be put on to get subscribers for it in this State. None of this money is left in the State, it was said.

It is also being said that much of the agitation among the Negroes in North Carolina for so-called "equalization of rights" is coming from among the younger members of the race, many of whom are reported to view with much disfavor the alleged quiescent attitude shown by the elder members of the race.

As a result, it is being rumored about that the younger Negroes are moving along with their plans to take control by pushing their elders to te sidelines.

Meanwhile, there is a shaking of heads as members of the Negro race become more and more militant.

RALEIGH, N. C.
TIMES

OCT 31 1933

WHITE TEACHERS FOR NEGROES A NOT TOO FANTASTIC ANSWER

Among the strange possibilities of a curious time is one that carries a shock in the statement but not only is well within the lines of speculation but washes with scrutiny.

Do the oncoming years hold for North Carolina the staffing of negro schools and colleges with white teachers and professors?

True, the mere proposition looks outre at first blush. In fact, it is one of those things that invite the phrase "to view with alarm." But nevertheless, as things are beginning to work out, it has backing in reason.

Consider the case. The Association for the Advancement of Colored People, a national organization of racial busy-bodies, has invaded the State and organized it as a section to join in a work whose chief end is the destruction of all those compromises in the practical spirit which have been made by the South, which really has to deal with the negro and the bi-racial problem, in a working way. One of its chief objectives in North Carolina is equal pay for negro and white teachers in the schools. White people and the more thoughtful colored people both realize that such inequalities as exist between the pay of the teachers of the two races arise out of conditions affecting a fundamental thing—the relative cost of living. All the theses and oratory possible, all flaming insistence on racial equality under the Constitution, cannot alter the fact that the negro teacher can live in comfort and keep head up in his social circle far more cheaply than the white teacher. Accepting the necessity under the law and the Constitution of providing negro as well as white schools, this differential in pay has been established as a real and practical means of a true leveling out of the scale of pay between teachers of the two races.

Yet when we examine the Federal Constitution, which governs in the end our own laws, it appears that in this contention the Association for the Advancement of Colored People is making out a strong case. If the matter gets to our own Supreme Court, it will have some hard head-scratching to do to reconcile North Carolina practice with constitutional requirements. If our own court proves agile in legal sophistry, its decision will be open to review by the Supreme Court of the United States, the majority of which either do not know the intricacies of the many-sided negro question or will feel bound in treating therewith by the Thirteenth, Fourteenth and Fifteenth Amendments.

Suppose, then, that the judicial decision favors the contention of equal pay for the teachers of white and colored schools. The burden thereby imposed upon an already burdensome school budget would be heavy, but it would not require that colored schools should be taught, as at present, by colored teachers. There are thousands of unemployed white teachers in the State. It is more than conceivable that many of them would be ready, for even the meagre pay they now receive, to become instructors in schools for colored pupils. If the crusading negro organization should carry its point in the courts, the net result might very well be that there would be no colored teachers.

Let the artificially squeamish "hundred percenters" gasp at the idea. White instruction for negro institutions is no unknown or untried thing. It is common in the North and West and East. It is not unknown in the South, or in Raleigh—instance Shaw University and St. Augustine's College. There is no reason why, with a common level of pay made mandatory for both white and negro school instructors, the school authorities should not shop around with the idea of getting the most possible out of the money to be expended, regardless of race.

All the above may seem to be fantastic, but this is the day when fantasy is rising high above every known concept, conviction, adjustment, and principle of logic, to say nothing of prejudice, that marked a civilization that did not sport as many wheels and jewels of philosophy and theory as a Swiss calendar-alarm watch.

Henderson, N. C. Dispatch
October 26, 1933

POINT TO FACTORS IN NEGRO AGITATION

Move To Compel Higher Teachers' Pay Here Stirred from Outside

Daily Dispatch Bureau,
In the Sir Walter Hotel.
By J. C. BASKERVILL.

Raleigh, Oct. 26.—There is a darkey in the wood pile in connection with the announced intention of the National Association for the Advancement of Colored People to bring a test suit here in North Carolina in an attempt to compel the State to pay the same salaries to Negro school teachers that it pays to white school teachers, it bacem evident here today. For those who have been examining into the situation are convinced of two things, as follows:

1. That the agitation for this test suit to compel the State o pay higher salaries to Negro school teachers is coming almost entirely from Negro agitators and their sympathizers from outside the State, chiefly in New York and New England.

2. That the National Association for the Advancement of Colored People is almost on the rocks financially and that it needs to put on some kind of spectacular campaign that will get Negroes with money to shell out and donate the funds needed to keep it and its high paid organizers and agitators functioning.

"There is absolutely nothing to indicate that any of the more than 6,000 negro school teachers and principals have had anything to do with starting this agitation and the bring-

ing of this suit," said a man here today who is probably in closer touch with the Negro school teachers than any one else. "In fact, most of these school teachers and principals are entirely satisfied with the salaries they are getting—which are much higher than those paid Negro teachers in any other southern states—and are not in sympathy with this newest effort of the National Association for the Advancement of the Colored People to stir up trouble here in North Carolina. The more intelligent colored people here in the State are not going to be in sympathy with this effort."

Some who have been in North Carolina for some time frankly admitted to Secretary LeRoy Martin of the State School Commission that the reason they selected North Carolina for this test case, rather than some other southern State, was because North Carolina was the only State where they thought they had a cahnce of winning because it was the only State with any money to pay the teachers more if they did win. It is also believed that these northern Negroes who represent this association, have waked up to the fact that the 6,500 or more Negro teachers in the State have been getting good salaries into savings accounts and that this is perhaps the main reason for this campaign. For if the leaders in this movement can get the Negro school teachers in the State stirred up and united with them in their demand for equal pay and equal rights with the white school teachers, they evidently believe they can get them to make nice, fat contributions from these savings accounts. In which case the Association for the Advancement of Colored People can be saved from the rocks of financial ruin and its many smart organizers, agitators and attorneys who have been drawing fat salaries for their efforts can continue to draw. Otherwise they might have to go to work.

State officials are not worried at the prospect of this forthcoming suit, however. They point out that the salary schedule as adopted by the State School Commission is a maximum salary schedule only, and that nothing in the law prevents any county board of education from employing teachers, either white or Negro, for less than the amounts stipulated in the salary schedule, It is also pointed out that the teachers are not employed by the State, but by each county or city board of education. As a result, the Association for the Advancement of Colored People will have to bring it in every county and city in the State against each county and city board of education if it hopes to accomplish anything. Some even think that a separate case would have to be brought for each teacher involved thus making it necessary to bring more than 6,500 suits if the campaign is to be effective.

Greensboro, N. C. News
October 30, 1933

Negro Association Leaders Heard By 2,000 At Raleigh

George Streator, Walter White, William Hastie Tell of Efforts to Secure Fair Trials In Courts and Better Pay For Teachers.

Daily News Bureau and Telegraph Office
406 Wachovia Bank Bldg., Fayetteville St.

Raleigh, Oct. 29.—Two thousand North Carolina negroes meeting in the city auditorium this afternoon heard the National Association for the Advancement of Colored People outline its campaign to lift negro school teachers to the general white level, and to promote justice in the courts wherein negroes have their rights adjudicated.

The delegates to the meeting came from all parts of the state. It was announced that every county that has any negro population was here by proxy. Dr. W. E. B. Dubois, editor of the Crisis, was due to come, but he found teaching and other duties too conflicting. George W. Streator former teacher in Bennett college Greensboro, and now business manager of the Crisis, spoke in the stead of Dr. Dubois. It was a common compliment to the younger man that he spoke better and lot less militantly than the great apostle of the black folk.

Some Speakers Scornful.

Though some of the speakers were somewhat scornful of their belated brethren who do not move against the discriminations under which they suffer, there was little of denunciation directed at any group, white or black. The Streator speech abounded in cutting wisecracks which kept his audience in a perpetual titter or outright laughter. He was very weary of his own pussyfooting standpatters. Likewise he had no appetite for the kindly white man who sees the evils complained of but never finds a seasonable time for crying out against them. "The time is not ripe," the former Greensboro man sneered. "Well, I'd hate to be a fruit and have to hang on the tree until I got ripe for negro action," he said, slyly leaving the impression that he would be pretty rotten if he stayed on that limb until there was spontaneous concession of his own rights.

"Just quit kidding ourselves about freedom in North Carolina," he said. "We are suffering more by certain systems than from any actual wrongs against us," he said again, referring to the type of negro in charge, a spineless individual who never demands anything that is his own.

Prior to the speech William H. Hastie, prominent lawyer, who has been representing the clients who sought entrance into the university professional courses last spring, spoke in outline of the legal aspects of this campaign.

Made Good Impression.

This young man always speaks well. He impressed the courts in which he appeared several months ago. He told the legal issues involved and undertook to relate them to the spirit and the letter of the organic law. There was no effort to stir his crowd. His analytical address was in great restraint.

Then Walter White, secretary of the association, spoke briefly. He declared that a new white man and a new negro can be discerned in the picture. He was very happy to meet both. He had tried to work with the sychophantic elders who never found a season for action. He declared that the fundamental trouble with the out of date negroes and whites is that they fear the equality rather than the inferiority of the races. He would not dignify any of these by name, but he wondered if some of them when they had their chance in the olden day did not get in jail too much to be of much service to those on the outside.

There was no elucidation of this thrust, but all the delegates seemed to comprehend. They gave a good laugh and the speaker went on to hising next theme which was concerned with the better court procedure in which negroes are interested.

For instance, he said, the N. A. A. C. P. has been turning the light on the courts. It is now concerned with the fair trial of George Crawford, Virginia negro, whose extradition from one of the northern states was resisted on the ground that Virginia is a state which flouts the federal constitution and the rights of negroes under it. "The N. A. A. C. P. has raised that point," he said. "We do not intend to allow any accused negro sent back to face trial in a southern state which denies his fundamental rights as a citizen," he said, "if the point we raise is sustained by the United States Supreme court."

He declared that the first skirmish lost in the high tribunal is not important, since the issues raised can all be settled in Virginia. "But we will go back to Virginia 50 times until we get justice," he said, "and we will take the case every time to the Supreme court of the United States."

Daily News Praised.

He complimented the Raleigh News and Observer, the Greensboro Daily News and the Durham Herald as papers brave enough to print decent articles about negroes. He praised Representative R. O. Everett, of Durham, who was described as a courageous and distinguished member of the general assembly who almost was assassinated because he represented a negro in the Superior court. "North Carolina is a good state by comparison with Georgia, South Carolina or Mississippi," he said, "but North Carolina is no paradise yet."

He brought a lot of applause when he told how the N. A. A. C. P. had made it possible for the levee workers in the Mississippi valley to get more money for 30 hours of work than they previously had drawn for working 90 hours.

As illustrative of the "new white man" he told the story of an invitation of a "fine young southern white man who invited me to dinner with he and other white gentlemen and ladies." The speaker said he had to pinch himself for four or five times to determine whether he was actually himself or not.

The meeting, considered the biggest and most significant ever held in the state since political conventions were jointly attended by the races, adjourned after nearly two hours. How soon the teachers' salaries will be thrown into the courts was not announced, but it was agreed that the differential of $160 will be put to a constitutional trial.

There are various leaders who did not come over today. Some of them had business which could not be delayed, but there was a manifest discrediting of some of the reasons which were given for non-appearance.

Wilson, N. C. Times
October 18, 1933

IN DEFENSE OF NEGRO TEACHERS' ASSOCIATION

Wilson county has had the most progressive and peaceful administrations in the state, barring the city—several years ago.

Btu there has been issued out of the city a vicious diatribe by one man, Fletcher F. Pierce in the Greensboro Daily News, who is being used to attack the Executive Secretary of the N. C. Teachers Association, because he dares to counsel peace and "Good Will," and stand out against outside interference. A few Negro papers will permit attacks, but close their columns to replies—hence, this article is in defense of the Negro State Teachers Association.

No man or woman can afford to stir up strife within or without the race. The older group of men know that the taxpayers must foot the bills. The white man or Negro, old or young, that forces any matter to the front now, that disturbs the beautiful relations existing between both races has placed themselves out of the pale of good citizenship. Those persons who are in the school room and busy criticizing our State Commission and our Teachers organization (are Communists) teachers who are ignorant of their achievements by love rather than hate are undeserving.

It will be a sad day for thousands of our sane young men and women if some of the overtrained one take charge. A privilege to air grievances is taken to mean that the conservatives are wrong and the radicals are right. Tradition has fixed some things that will remain so and men are so blind not to see limitations. This young man of Wilson will find, when it is too late, that he nor his kind can make the Anglo-Saxon American do anything. The next legislature may be a good body to get rid of sane Negroes, thus satisfying the radicals.

I am speaking for a large group of Negro teachers, as well as a number of thoughtful Negro taxpapers. Every teacher realizes the status of schools throughout the country. North Carolina has paid her teachers, Chicago has not. If any restraining order is taken on the Commission, blame not the sane Negro teachers for it, our efforts are in the direction of "Good Will."

We recognize the present condition of affairs can only be remedied by mutual understanding and the cooperation of both races. If the restraining order that is threatened delays the second month's pay the responsibility will be upon those Negroes who fail to recognize the mandate given the Legislature of 1933. Right or wrong. In our form of government the majority is supposed to rule. There is no need for any one to complain until the Legislature of 1935 convenes.

C. M. EPPS.

Gastonia, N. C. Gazette
October 30, 1933

NEGROES LAUNCH DRIVE

RALEIGH, Oct. 30—(UP)—Before 2,000 negroes from practically every county in the State, the National Association for the Advancement of Colored People began its campaign here Sunday to raise negro school teachers to the salary level of white teachers. George W. Streator, Greensboro negro, former teacher and now business manager of "The Crisis," was the chief speaker.

It was not announced how soon the salary fight will be carried into the courts.

Education - 1933

North Carolina

Teachers' Salaries.

TEACHERS AND DOFFERS

News Leader

The startling discovery is made by The News and Observer that the minimum wage for school teachers in North Carolina this year will be less than the minimum wage for cotton mill workers under the new set-up which has been agreed upon between the executives of the textile industry their laboring leaders and Washington.

Chapel Hill N. C.

To be statistical about it, these cotton mill workers earning $12 per week will have an income of $624 for the year. The lowest teacher wage in the state last year was $30 per month for one holding a second grade certificate and the length of the term was six months, making her annual income $180. A white teacher in a similar school and holding the same certificate would receive $45 the month or for eight months $360, her year's income.

8-2-33

It is estimated that the new state salary schedule will involve a vast number of good, trained, highly qualified teachers to work for $70 a month which will give them a year's earnings of $420. The minimum, however, of the school teachers will be set far below the minimum established for the cotton mill workers.

No point is to be made in this comparison to the effect that the injustices of this situation are on the side of the pay for mill workers. It is not that they are to be paid more than is proper and equitable. It is, however, that it is not merely startling to discover, but humiliating to consider that North Carolina will allow such discrepancies as this to be perpetrated upon the school teachers.

Of the 23,000 teachers in North Carolina, The News and Observer says 11,000 are college graduates, and remarks: "Last year these teachers of the highest type received under the state schedule around $90 a month. If the schools in which they taught ran for a six months' term they received $540 for their teaching in a year. . . . Thus, so far as state contribution and state salaries are concerned last year school teachers in North Carolina received for a year's teaching less than cotton mill workers will receive under the new code which soon goes into effect in that industry. This makes the contrast between their earnings and those offered in the industrial field all the more glaring and spectacular. Demands are made upon school teachers that the mill workers never have to consider. They must equip themselves with expensive training for their profession and they must move in their daily services on a higher and costlier basis of living than is required of others, paying board, dressing at least neatly and in every particular conforming to the standards of living which the customs and modes of society exact of them.

Obviously, this is a situation that will not make the fair-minded and upstanding citizen of this state, taxpayer or not, vaunt himself. As a matter of fact, it is a disreputable condition and an audacious demand that North Carolina is making upon its school teachers in that it requires them to work in this vitally important service for less than manual labor can command under governmental decree.

—Charlotte Observer.

BURLINGTON, N. C.
TIMES

AUG 16 1933

ONE WAY

Greensboro, Charlotte and Concord on yesterday refused to vote an additional levy for supplementing the state fund for teachers' salaries. Roanoke Rapids and North Wilkesboro came to bat and made it a home run for the teachers. In the city of Raleigh the school board has refused to allow the people of that city the privilege of voting upon the question. In Hickory the voters defeated the proposition earlier in the month. In Burlington the citizens will be allowed to vote on a twenty cent levy on the 12th of next month.

This newspaper, as stated before, cast its lot with the teachers, who by the way, under the present setup will receive less for their year's labor than a common laborer under NRA. This is the unfair part of the whole business. Negro janitors under the new code will draw twelve dollars per week and work forty hours. Teachers will draw less in the city schools of Burlington. In casting our lot, we were faced, as every other citizen will be faced, with two issues: shall taxes be increased in order to pay these faithful teachers a living wage, with homes being advertised for taxes or shall we place twenty cents of the thirty cent levy back in force in order that those who are charged with the direct responsibility of training the men and women of tomorrow may receive a living wage at least. It is really a matter of being between the devil and the deep blue sea, to excuse the expression. It will take a great amount of hard work to put the levy over in Burlington, but somehow, we here in this community have managed to do things that other communities have failed miserably at. Maybe we can once more muster our old spirit and put this proposition across.

In the city of Hickory, a novel plan has been hit upon to aid the school fund. The Hickory Record tells of it:

A way may be found to supplement the funds of the Hickory school district, without a local tax levy.

Judge Joe Murphy, of Hickory recorder's court, has evolved a plan and put it into operation without saying anything about it. As a consequence, fifty dollars has already been contributed towards the support of the schools and there seems to be the possibility that sufficient money may be forthcoming from this source to enable the city school board to buy enough additional coal to heat all of the buildings of the district.

The plan is very simple and depends upon the willingness of certain defendants in city court making free-will "donations" to swell the fund. There is, of course, nothing compulsory about the "contributions."

A man, facing the judge on a certain offense, may be given a sixty to ninety-day road sentence. Perhaps there are circumstances surrounding the case which make it advisable to suspend the sentence on condition that costs and a fine are paid, to which may be added the suggestion of a little additional "offering" for the assistance of the local schools.

Monday, when the fund was started, it is declared that the two donations of twenty-five dollars each were forthcoming with an alacrity denoting real cheerfulness at beholding an opportunity for rendering signal community service.

What better avenue could be found for affording the law violator the solace of voluntary atonement? The gift without the giver is indeed bare, and making a monetary sacrifice for a constructive cause gives lasting pleasure.

Thus, who knows but that Judge [illegible] paved the way for self-[illegible]h brings personal satis-[illegible] and results in the spiritual up-[illegible] of those who are enabled to [illegible]ate?

Anyway, a pool of a thousand dollars turned over to the school board for coal would enable the board to keep all the buildings in operation, including North school— which would be "something," as every resident who has children who might otherwise have to cross the railroad going to and from school will admit.

GREENSBORO, N. C.
NEWS

SEP 3 1933

NEGROES AND TEACHERS' WAGES.

Editor of The Daily News:

The consensus of opinion in New York city is that the N. A. A. C. P. is rather too officious in its intermeddling with the control of Harlem hospital. This writer seeking to find out the attitude of outstanding negro people of Harlem to present conduct of some self assumed leaders. They feel that for selfish

purposes this small group of men are selfishly interested hoping to create sufficient interest in themselves so that financial collections may be readily made thereby bolstering the organization in such a way that the powers that be in state or nation may confer with them. I find that the negroes who went north and are successful enough to secure jobs and position, feel that the great body of the race in future should keep a weather eye on all negroes who just now would cause any friction by way of irritating our present condition.

No one wishes any Supreme court agitation over differences in salary schedule of white and negro teachers. Many of us know that there are many irregular things done in the state and nation, but know too well that our friends at court are doing their best to secure just and fair treatment. Men who are making no financial sacrifice to help that negro will have no force with his own race and much less with the white race. Why can't the N. A. A. C. P. regulate housing conditions right at its own doorstep without coming to North Carolina to reprimand our state school commission about the 30 per cent difference in white and negro teachers' salary? Why did they or some of the members feel that the renters who did days work were better able to pay 6 per cent rather than 3 per cent. If we are solicitous about how the negro should be treated, then begin at home.

Negroes in North Carolina have not had all they desired, but prefer to be left alone and all will be well in the end. The masses of both races must be educated to do the right thing by each other, not by appeal to the courts, forgetting that new mandates may be given new legislatures. The hearts of men must be touched to aid his weaker brother along all lines.

C. M. EPPS.

Greenville.

Greensboro, N. C., News
September 25, 1933

BATTLE OVER NEGRO TEACHER PAY GROWS

Attorneys' Conference In Durham Disclosed In Plan to Contest State Law.

FEDERAL CASE IS SEEN

Daily News Bureau and Telegraph Office
406 Wachovia Bank Bldg., Fayetteville St.

Raleigh, Sept. 24.—Saturday's Afro-American, best-known negro newspaper in the United States, carries a story of impending war against North Carolina's salary schedule for negro teachers and the article bristles with battle.

The Daily News bureau discovered a month ago such a possible conflict and announced that perhaps in October, Walter White, secretary to the National Association for the Advancement of Colored People, will come to North Carolina and make the fight. October is the time set for obvious reasons. It follows payment of the first month's salaries under the new law.

White school authorities known far and near for their friendliness toward the negroes have nevertheless been unable to placate the younger ones. Durham has numerous school teachers who say they intend to start action against the state if it cuts negro salaries more than it trims white pay. Suit against the state cannot be maintained by the individual, but this will be a federal case before it is many days old. The ruling of the state school commission will be attacked under the provisions of the 14th amendment to the United States constitution.

Announcement of the plan was made in New York by Walter White Friday. Attorneys will take the salary schedule and they will be employed by the N. A. A. C. P. That organization, which has made life hard for sundry public men, sent an attorney here last spring to represent it. There was universal agreement that William H. Hastie, who came to North Carolina, presented his cause finely. He was treated with great consideration. He will be back for the new cases.

It will be alleged that negro teachers receive a maximum of $560 for a year's teaching and that the whites receive $720. That makes $70 a maximum for negro teachers and $90 a month for whites. But negro salaries will run as low as $372 a year.

Disclosing the plan for contesting the law, the Afro-American continues:

"A conference of attorneys will be held in Durham next week attended by William H. Hastie, of Washington, D. C., and Conrad O. Pearson and Cecil H. McCoy, both of Durham, to outline the procedure of the association's legal battle. Messrs. Hastie, McCoy and Pearson handled the case last spring in which the N. A. A. C. P. sought a writ of mandamus to compel the University of North Carolina to admit Thomas Hocutt, a colored student, to the school of pharmacy. The suit was brought because North Carolina does not provide professional training for its negro students in tax-supported institutions and thus denies equality in education.

"The present legal fight against unequal salaries is only one phase of the association's campaign to wipe out inequalities in education in North Carolina and the south, Walter White said. The whole battle will be for equal salaries, equal equipment, equitable distribution of school funds and adequate provision for training in the professions. No southern state now provides training for our students in medicine, dentistry, law, pharmacy, engineering and nursing in tax-supported institutions.

"The Hocutt case last spring aroused North Carolina citizens as have few occurrences in the last generation. It received almost as much attention in the white press of the state as the fight on Judge J. J. Parker. The propaganda machine of the whites got to work as soon as it was announced that the N. A. A. C. P. would fight the case. We were told 'it's not time yet,' to make a fight for equal training. The old, well-worn social equality bugaboo was trotted out to frighten us. It was said and written in many newspapers of the state that the Hocutt case was not an attempt to get training in pharmacy, but to get association with white students.

"A great many Carolinians, including some of the so-called leaders in the state, took to cover. The younger fighting element, however, carried on the battle. When Hastie, McCoy and Pearson got into court they were faced by the greatest array of legal talent the state could muster, including the attorney general and his first assistant, the dean of the North Carolina university law school and his vice dean and a leading white attorney of Durham. When they came out of court they had defeated the attorney general and his aides, but had lost their case on a technicality due to the refusal of one of our educators to supply the defense with a vital document.

"In the present movement for equal salaries, the whites are using their same old tricks. They are getting certain negroes to come to the front and put on the soft pedal. Some persons whom the Carolina Times calls 'Uncle Toms,' have already written letters to the dailies saying 'the good white folks' will look after us and no 'outside' interference is needed. But again the younger element is ready to fight and indications are that the bulk of the negro population, after seeing the Hocutt court action, is ready to fight also."

DURHAM, N. C.
HERALD

SEP 6 1933

NO BUSINESS IN COURT

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Not the least of the many troublesome questions facing the state school commission is that concerning the undenied charge that the proposed teacher salary schedule discriminates against Negro teachers. A group of conservative Negro business and educational leaders from Durham recently appeared before the state school body in protest against the alleged injustices in the proposed salary schedule for Negro teachers. More recently a younger contingent of the Negro race has threatened to take the matter to federal court.

The problem confronting the school commission is a most difficult one. In the first place $16,000,000 is not enough money to finance a statewide uniform eight-months school term. This was apparent from the beginning and came more forcefully to the forefront when the state body got around to the task of promulgating a teacher salary schedule. The salary scale for white teachers is unthinkably low and that for Negro teachers still lower. But what can the state school commission do about the situation? Plainly there is but one thing this group can do and that is devise a salary schedule that provides for an equitable spread of the available salary fund.

The task of the school commission is not one of fixing a salary schedule that provides for adequate compensation for school teachers. The legislature relieved the school commission of that assignment when it refused to provide the necessary funds. If the younger contingent of Negroes makes good their threat and carries the question of salary discrimination to the courts, some one connected with the state school set-up will be called upon to explain the differential between salaries tendered white and Negro teachers. There may be an explanation but it is not to be found in the argument that the school commission lacks sufficient funds to pay adequate salaries. Such an explanation answers the complaint that salaries are too low but it does not answer charges of alleged discrimination.

We hope the threat of court action remains a threat. Our belief is that it would have been better for all concerned had it never been made. But the question of discrimination has been raised. It should be sifted to the bottom and if there is discrimination of the kind complained of it should not be tolerated. There is a vast difference between a fight for equality and a fight against discrimination.

Which side would win in a court airing of the charges of salary discrimination, we do not know. It really does not matter what the courts would decide. The matter should not be allowed to reach that stage. The cause of public education in North Carolina would suffer regardless of the outcome. Moreover, a victory for the complainants would retard, not promote, the educational movement among the Negro population. The program of the more seasoned and conservative Negro leaders offers the better solution of a delicate problem than does the defiant attitude of the younger element. What the Negro wants is fair treatment in matters of public education. He ought to know by this time that resort to legal or physical force is not the way to gain that purpose.

Education-1933

North Carolina

Teachers' Salaries.

Raleigh, N. C. News & Observer
August 30, 1933

DEFER VOTE AGAIN ON TEACHERS' PAY

Negroes to Appear Thursday to Protest Against Discrimination in Pay

Unable to reach Governor J. C. B. Ehringhaus over the telephone and with Lieutenant Governor A. H. Graham not responding to a telegraphic request to be present, the State Board of Education yesterday again deferred action on the salary schedule for teachers which the State School Commission adopted on August 18.

On Thursday the Board of Education considered an increase of ten per cent in the schedule, which ranges from $45 to $90 per month but adjourned until yesterday in order that Governor Ehringhaus, who is on his vacation, might be notified of the contemplated action and that Lieutenant Governor Graham might have an opportunity to be present. Yesterday the only question discussed was whether or not to proceed. Attorney General Dennis G. Brummitt recorded himself as favoring action without further delay, but State Treasurer Charles M. Johnson took the position that the governor and lieutenant governor should share the responsibility for whatever action might be taken and his motion received the support of the other members of the board. Secretary of State Stacey W. Wade, Auditor Baxter Durham and Superintendent of Public Instruction A. T. Allen. The board will probably meet again next Tuesday.

The School Commission, which will meet here on Thursday is not expected to consider the salary schedule further until after definite action by the State Board of Education, the law requiring joint action by the two boards.

Negroes to Protest.

However, when the School Commission meets tomorrow it is expected that a delegation of about 25 Negroes from Durham, headed by C. C. Spaulding, insurance company president; W. J. Pearson, high school principal, and J. T. Taylor, a member of the faculty of the North Carolina College for Negroes, will be present to protest against any discrimination in the pay for Negroes.

The schedule which has been adopted by the School Commission does not contain any reference to pay for Negroes and Whites, merely being a maximum schedule, which on its face applies to all alike. However, the custom in the past has been to allot funds on a basis of about 30 per cent less than White teachers and it is anticipated that custom will be followed.

REVIEW

Reidsville, N. C.
AUG 18 1933

OUTRAGEOUSLY DEALT WITH

No class of public servants in North Carolina have been as outrageously dealt with during the period of economy as the school teachers. The knife has struck them every time it has been lifted.

The state started off to massacre their compensation and did a swell job of it, cutting them 30 per cent as against what they earned last year after having been slashed twice before that.

As it is now, without any community bonus, this is the way the teachers will be paid annually in North Carolina and right here in Charlotte:

The lowest salary for whites will be $504.

The highest for whites will be $746.

The lowest for negroes will be $322.

The highest for negroes will be $560.

If anybody thinks that is something to crow about, they won't go up on the Square to do the cackling.

The federal relief administration has ordered that all on charity rolls shall be paid as much as $546 a year. It will pay the majority of teachers if they are looking for a livelihood, to enlist as beggars.—Dr. Julian Miller in Charlotte Observer

CONCORD, N. C.
TRIBUNE

JUN 16 1933

DISCUSSING SUPPLEMENTS.

Says The Charlotte News:

"A correspondent writes in to ask, Where does bulk of local supplement (for schools) go?

"That's an easy one. Last year the bulk of the money contributed by the city went to instructional service; to the teachers and principals, that is. There is very little occasion for it to go anywhere else. Maintenance of the school plant last year required only $17 out of every $100 of city funds.

"But if we had been asked to trace the course of the supplementary funds as they found their way to the school personnel a more detailed explanation would have been required. For if anyone thinks for a moment that there is consistency in the method by which salaries are supplemented he is mistaken.

"Let us take, for example, the case of a male principal toward whose monthly salary the State contributes, on the basis of his rating, $132. The disposition of the city's supplement brings his monthly salary up to $350. Which he probably earns and is entitled to, yet under him there is many a woman teacher of an academic subject who is allotted $120 monthly by the State and who draws in toto only $144.32.

"Thus the salary of the man principal is supplemented by 165 per cent. as compared to 20 per cent. for the woman teacher. Thus it is arranged for a colored high school principal to receive a 100 per cent. supplement while the colored elementary school teachers receive exactly what the State allows them and not a penny more.

"This same freakishness is demonstrated throughout. As a rule, the heaviest supplements are awarded to principals, male teachers, teachers of commercial and special subjects, while the school-marm whose field is in spelling, history, English and the like is held to a minimum.

"With an election on supplementation to be held in the near future, The News would do nothing to prevent the run-of-mine teacher from receiving more than the inadequate amount the State allows her for eight months' work. Nevertheless, before we go voting the run-of-mine teacher an additional salary we want to feel fairly certain that it will find its way into her very own pocket."

Concord too, is facing a special election on the question of supplements, and like The News, we want to **know**, that the "run-of-mine" teacher is going to get her share of any special funds that are voted.

And Concord people want to **know** the same thing. We talk daily with people concerning this vital question and every one insists that he **must know for a certainty** that the money is to be equitably divided before he will support the supplement.

The Tribune has contended for years, and still contends, that the teacher described by The News as "the run-of-mine" kind, demands full protection in the matter of salaries. She hasn't received it in Concord, but the indications now are that she will receive it in the future or there will be no special funds for Concord schools.

During the past two years school officials in Concord have demanded that elementary and grammar school teachers work for the State salary schedule while paying handsome bonuses—think of bonuses in times of such economic distress—have been paid to high school teachers. School officials have given to the elementary and grammar schools of Concord **one** teacher in addition to the number permitted and paid by the State, but they have given the high school **six** additional teachers, all paid by the city.

There are in at least one of the grammar schools in Concord roughly-made benches which are used in lieu of modern desks such as are used in all of the rooms at the high school, and in several grades in the primary and elementary schools the teachers have many more students than the number allotted by the State, but there is no congestion in the high school. Some of the elementary and grammar grade teachers during the year just closed had to teach more than 45 students each, yet these schools, crowded and inadequately equipped, got **one** extra teacher while the high **school, with no congestion, had six extra teachers.**

We think the "run-of-mine" teacher and the students under her are due consideration that hasn't been accorded them. Let's have a supplement we say—one that will not be a burden on any one, to be sure—but let's have first a guarantee that the money thus raised by all of the voters of Concord will be shared equally by all of the teachers and all of the children in all of the schools.

DURHAM, N. C.
SUN

AUG 22 1933

They'll Be Doing Their Bit

Well, the State's teachers' salary figures have been announced.

What are those figures? A minimum of $45 per month for eight months to a maximum of $90 per month for eight months. That means a yearly income for North Carolina's white teachers of from $360 per year to $720 per year.

Remember, too, the schedule as fixed applies only to the white teachers. Colored teachers will have to face the wolf at the door with even less.

Now what was it the opponents of the Durham city and county school supplements had to say about THE SUN'S forecast on teachers' salaries under the state schedule? That THE SUN'S estimates were too low, that they were deliberately low in an effort to misrepresent the state program and mislead Durham voters.

All right. What were THE SUN'S figures?

THE SUN said white teachers' salaries would range from $504 per year to $746 per year. THE SUN said colored teachers salaries would range from $322 per year to $560 per year.

We see, then, by the State's figures as finally fixed that THE SUN was not far off the exact figures, but, at that, was even too optimistic. The actual salaries are lower than our estimates, in the case of the lower classifications, much lower, with regard to white teachers and when the figures for colored are released, we venture to say they will not brighten the picture. The colored schedule may have been given out. If it has been announced, we have not seen it, but it cannot be a cheerful schedule to look upon.

Again we are thankful that Durham's city voters have seen fit to add something to the pitiful state schedule, although that something is not much. The supplement will add an average of ten percent to city salaries, or about an average of a dollar a week. Some of the teachers will probably not share in the supplement. Some in the higher brackets will get more than the average.

It is clear, in any event, that the teachers in our schools, who are trusted with the task of giving our children a foundation in education will be giving infinitely more than value received.

We have every confidence that every teacher in our schools, cognizant of the fact that his or her plight is not Durham's fault, will give as much to his work as though each were receiving prosperity salaries. Durham will get as much from those teachers it can afford to retain as ever. That's the type of loyalty prevalent in our school system.

The teachers, aware of the fact that an unfortunate situation has arisen which must be endured, a gap created which must be bridged, will be doing their bit. Durham ought to appreciate that. When the time comes to rally to the support of the children, the schools and the teachers again, we ought to remember it.

And we might, too, remember whence our educational embarrassment came. In that connection, while the article was written with a different subject in view—namely, the highway-prison squabble—we offer some observations from the *Asheville Citizen*:

> Not in a long while, if ever before in the recent past, has North Carolina had a governor who provided the State with so little in the way of leadership or a governor whose knowledge of the State seemed so slight. One of the few definite things which the present Governor has done was to sponsor the school plan, the actual effects of which are now becoming apparent. What these effects would be might easily have been foreseen then. They were, in fact, specifically pointed out by The Citizen when the Governor first urged this calamitous program.

CONCORD, N. C.
TRIBUNE

AUG 23 1933

A CODE FOR TEACHERS.

Charlotte Observer.

The American Federation of Labor is negotiating with General Johnson, national recovery administrator, with a view of having him formulate a code for school teachers that will protect them against further invasion in the field of their compensation and guarantee them as much as the minimum that has been prescribed for manual workers in this country.

That is an especially interesting bit of information just now, notably in Charlotte and other communities of the state that have rejected the local attempt to supplement the school systems, primarily for the purpose of giving school teachers a more decent salary.

North Carolina has officially proclaimed that the pay of its teachers for the next two years will be on a basis of $13.85 for the maximum while the minimum will run down to $6.92 per week for whites and $6 flat for the Negroes.

This state, therefore, will be particularly concerned with the outcome of this effort on the part of the American Federation of Labor because it has touched a new low for teachers' salaries for this state, and adopted a level that is far out of line with that generally prevailing in the other commonwealths.

Raleigh, N. C., News & Observer
October 25, 1933

TEACHERS' PAY IS BIG PROBLEM

Same Salaries For White and Negro Teachers Would Mean Pay Cut For White

Payment of Negro teachers in this state on the same basis as white teachers would mean an avergae salary reduction of approximately 12 per cent for all white teachers and an average increase of approximately 30 per cent for Negro teachers, a study of records of the State School Commission showed yesterday.

It was announced last week that North Carolina units of the National Association for the Advancement of Colored People would institute a test case protesting the present differential between salaries paid white and Negro teachers.

At present there are between 6,000 and 7,000 Negro teachers in this state while white teachers number approximately 16,000. Negro teachers now are receiving approximately $3,000,000 for the eight months term while white teachers are receiving approximately $9,000,000.

An additional $1,000,000 would be needed to place salaries of Negro teachers on the same basis as those of white instructors. There is only one source from which it is possible to obtain any additional sum of money for payment of Negro teachers and that is to deduct that sum from the amount paid white teachers.

It was pointed out yesterday that the 1933 school law did not place the responsibility of fixing salaries of individual teachers upon the School Commission. The Commission simply is charged with the duty of fixing a maximum salary schedule for teachers while governing boards of local school units must fix the individual salaries.

Local units, it was pointed out, in most instances placed all teachers, white and Negro, under contract before any salary was paid. In such a case, the teacher complaining about differential in salaries between himself and another teacher, would not have a case at bar, since the law protects the right of one individual to contract with another.

Education - 1933

North Carolina.

Teachers' Salaries.

Winston Salem, N. C.
JOURNAL

JAN 14 1933

Teachers' Salaries vs. Highway Pay

It is inconceivable that the Legislature will adopt the Budget Commission's recommendation to cut teachers' salaries, either 15 per cent. or any other amount, without first reducing costs to the limit everywhere else.

Unlike other employees of the State and local governments, the average public school teacher in North Carolina has always been underpaid. The salaries of teachers did not go up along with other salaries during and immediately after the World War.

At the peak of school expenditures in North Carolina, in 1928-29, the average salary of white teachers, including principals and supervisors, was only about 900 a year, which was 67 per cent. of the national average. The salary of the average Negro teacher was about half that amount.

Last year the average white teacher in North Carolina received a salary of only $859.50, or $71.62 per month. That is less than $18 per week. The average Negro teacher received a salary of $482.99 in 1931-32.

Most white teachers are college men and women. They have been required to make large expenditures to prepare themselves for the teaching profession. They are forced to live in decent environment. Eighteen dollars a week is surely the least the State of North Carolina ever should offer such men and women for their services.

The Legislature can avoid injustice to the teachers, we are sure, by reducing expenses in other departments of the State government.

Salaries of teachers have been held down to the minimum, and below, in this State through all the years. But this has not been so of salaries in other departments of State and local governments.

For example, last year, while salaries of teachers, supervisors and principals averaged less than $860, numerous employees of the State Highway Commission, not one whit more capable or better prepared for service than the average teacher, were receiving $1,000, $1,200, $1,500 and $1,800 a year, as shown by the pay roll of the Highway Commission, published yesterday.

These figures reveal that while a teacher was getting $859.50, a timekeeper for the Highway Commission got $1,200 to $1,800; a bridge tender got as high as $1,500; a watchman $1,196 to $1,560; a rodman $900 to $1,500; a sign supervisor $1,800 to $2,400; an instrument man $1,200 to $1,800; a bridge tender helper as high as $960; a toll collector $1,080 to $1,320; camp organizer $1,650 to $2,100; camp steward as high as $960; field mechanic $1,080 to $1,380; mechanic helpers as high as $900

And all the time the average salary of white teachers, supervisors and principals in our public school system was only $859.50. Why even truck drivers for the State Highway Commission received as much as $660, which is more than a great many teachers received for their services last year.

Still the Budget Commission proposes to cut teachers' salaries now to 15 per cent. below last year's figures. If the Legislature seriously considers this proposition it will surely have to do so over the vigorous opposition of Governor Ehringhaus. For in his pre-election pledge to the people of North Carolina who made him Governor upon that pledge, Governor Ehringhaus said:

"I would not favor the cause of education carrying the burden of budget-balancing. Teachers' salaries are now at bottom level . . .

"Under existing conditions, I am advocating the removal of the 15-cent property tax levied for the support of schools. If this is removed, I would not favor taking any part of the amount it produces out of the present curtailed school budget . . .

"Our present state salary schedule has been adopted by the legislature, and it fixes a minimum which I believe should be maintained."

HENDERSONVILLE, N. C.
TIMES NEWS

JAN 25 1933

SALARIES OF SCHOOL TEACHERS

The Times-News believes the people of the State should have all available accurate information about the affairs of government in North Carolina. This newspaper seeks, in so far as its limited space will permit, to give its readers this information from time to time. A live subject of discussion at present is the public school system, its management, costs, salaries of school teachers, and related matters. Here is information on the salaries of public school teachers in the form of a statement from the North Carolina Education Association, based on the report of the State Superintendent of Public Instruction to the General Assembly. The argument is made by the Association in behalf of its own members, but the figures are from a report of a high State official, and, of course, are to be accepted as absolutely correct. These figures show what the State is paying the public school teachers. The statement is as follows:

According to the new report of the State Superintendent of Public Instruction to the General Assembly the total amount paid out in salaries to teachers and principals for the past year, which was the first year under the cuts instituted by the 1931 legislature, was $17,687,265.

This, of course, is a huge sum of money, but it was divided among 23,290 people, so the average annual salaries of the whole group, including principals and supervisors and teachers, both black and white, amounted to only $847.59.

Last year, 1931-32, there were 17,127 white teachers, principals and supervisors in the state paid out of public funds. We paid these white teachers and principals a total of $14,720,585.

The average annual salary of this group was $859.50 or $71.68 per month on a 12 months basis.

Page 5 of the report of Director of Personnel F. L. Dunlap, which has just been made to the General Assembly shows that the 992 people on the state pay roll, on boards, commissions, in departments and elsewhere, including everything from the negro janitors and messengers and elevator operators to the highest paid state official, drew an average of $1,625 a year. If they are cut 32 per cent from that salary as has been suggested by the budget bureau the average annual salary of all of these officials, stenographers and negro employes would be $1,205.

The teachers make no protest against the salaries these people draw. They merely think that if this group is worth this much in their service to the state, they are certainly rendering a service that should be worth $71.68 per month.

On page 5 of Appendix A of this same report it is found that the monthly salary last year of one of the employes of the state, listed as a cook, was $69.33. If this cook got his board at the place he cooked, as is the usual custom, he had a considerably better job, so far as financial remuneration is concerned, than did the average white teacher in North Carolina.

Again the teachers are not contending that the salary of the cook is too high, but again they believe that if the service this cook is rendering the state is worth $69.33 a month, their service is worth $71.68. Should the legislature put into effect the schedule of reductions suggested by the budget bureau, that is the salaries of teachers and principals be reduced 15 per cent and 32 per cent of the salary of others based on the 1931 schedule, we find that the average annual salaries of the white teachers and principals will be $60.93 per month, and the salary of the cook mentioned above will be $61.88, for the cook in 1931 was drawing $91 a month. This does not take into consideration the "perquisites" that usually go along with a cook's job, or the lack of these "perquisites" which do not go along with the teacher's job.

The report of the commissioner of personnel lists 97 classifications of positions with the State Highway Commission. The report says that it is impossible to give an accurate picture of the average yearly salaries of this group of people because of the short periods of employment for various groups, the amount of work to be done deciding the length of time various people in the different classifications are kept.

The average annual salaries of the people in the different 97 classifications ranges from $1,787.55 to $2,270.

Again emphasis is placed on the fact that the school people of the state do not think these exorbitant salaries for the class of people that have to be employed, and the amount of training the majority of the people in these classifications have to have. Many of them are college people, gradu

GREENSBORO, N. C.
RECORD

JUL 15 1933

Contrasting Wages.

School teachers' work is tedious, nerve-wracking and hard. They must spend years in study and preparation before they can qualify for a schoolroom job. Their pay, always notoriously low, will sink to new low levels in North Carolina this year.

Here is a striking contrast in workers' wages. Under the New Deal the minimum wage for cotton mill workers in North Carolina—at $12 a week, $624 a year—will be larger than the minimum wage for teachers.

According to statistics compiled by the Raleigh News and Observer, the lowest teacher wage in the state last year was something like $30 a month for a negro teacher with a second grade certificate in a school of 22 pupils or less. Such schools usually have only a six months' term, so such a teacher would get about $180 for the year's work. A white teacher in a similar school would get $45 a month, or $230 a year Incidentally, one might infer that it's easier to teach a negro school than a white school.

Last year, the Raleigh paper reports the lowest paid group of teachers, those who hold elementary C grade certificates, received about $60 a month, and if the term of the school in which they taught was six months, as was usual, they received $360 for their teaching during the year.

Of the 23,000 teachers in North Carolina, the News and Observer says 11,000 are college graduates, and remarks: "Last year these teachers of the highest type received under the state schedule around $90 a month. If the schools in which they taught ran for a six months' term they received $540 for their teaching in a year. . . . Thus, so far as state contribution and state salaries are concerned last year school teachers in North Carolina received for a year's teaching less than cotton mill workers will receive under the new code which soon goes into effect in that industry."

In addition, school teachers this year much take another salary cut. Terms will be shorter and that, of course, will mean less pay. This year's salary reduction, as applied to the teachers as a whole, will approximate an average of 30 per cent per month, it is estimated. This, as the Raleigh paper points out, "does not mean that all will receive a 30 per cent cut, but the average will be reduced 30 per cent."

No one, we dare say, will suggest that the cotton mill workers are going to be over-paid. There is, in fact, general rejoicing that they are to receive, on the average, a little more pay.

As for the school teachers: Well, everyone, nearly everyone at any rate, is quick to admit that they have never been paid enough, and that now, it's a shame and a disgrace that they are going to have to work for such pitifully low wages.

But what can be done about it? The state cannot afford to pay the teachers more. It hasn't the money. And the people cannot stand additional taxes.

However, the state cannot afford to let this matter rock along indefinitely. Unless something is done to make it possible to pay so[illegible] teachers a decent and a li[illegible] the teacher personnel [illegible] per haps in a few isol[illegible] [illegible]es, will drop down, dow[illegible] —just as teacher-pay has [illegible]

In this connection we wish to say that our chief interest and our greatest sympathy in this matter of teachers' low pay is with the horses that pull the plow; namely, the men and women who must carry the heaviest loads, teaching the large classes, in short terms, especially in the rural districts.

If we can do no better for the heavily burdened teachers at the moment in the way of pay—and it seems that we cannot—it is then high time to think and to plan how we can improve their status, especially their financial status, in the future years. Unless something is done, the cause of public education in this state is going to turn back 20 to 30 years within the next four years.

Negroes Are To Protest Differences In Pay

Pay For Negroes Is Below White Average

Leaders Of The Race From Durham Want To Know Why They Are To Get Much Smaller Salaries

The Tribune Bureau,
Sir Walter Hotel.

Raleigh, Aug. 30.—When a big delegation of prominent Durham and other negroes come here tomorrow to appeal to the State school commission to lift the salary schedule for teachers of their race there will be inaugurated a movement which can be made very embarrassing for the school authorities.

The Durham delegation has among it C. C. Spaulding, president of the North Carolina Mutual Insurance Company and of the Mechanics and Farmers Bank; W. G. Pearson, principal of the largest school of his race in Durham; Prof. J. T. Taylor, of North Carolina College for Negroes, and probably 25 other race leaders, all of whom belong to the conservative group of Durham. An illustration of their attitude and that of the whites toward them is reflected in the compliment paid Professor Pearson when the school board named the school after him.

While the protest from Durham was getting headway the State board of education which votes jointly with the State school commission on important school policy, was discussing the proposal to raise the teacher salary schedule 10 per cent. over the recently promulgated low level. It was agreed that nothing can be done immediately to lift these rates of compensation, but should the State revenues show an increase justifying the improvement the State board would be on record.

But the protest of the Durham people is against the discrimination which sets negro teachers' salaries about 30 per cent. below that of the whites. If the white teacher gets a maximum of $720 the negro maximum will be more than $200 below that. The Durham protestants say the very highest that the negroes can hope to get is $560. It is contended that they cannot live and support their families on such a salary. The visit here tomorrow is to be important as marking the future course of the race leaders in the effort to get better compensation for their teachers.

The appropriations made by the State Legislature have no provision for more money for salaries, but there is a discretion vested in the budget bureau by which the 38 per cent. general salary cut may be lifted 18 per cent. if revenues justify that. The board of education made its gesture toward 10 per cent But that will not be available if there is not a revenue improvement and if there is nothing can be done immediately.

The negro leaders, on the other hand, mean to press their point. They think there are serious constitutional remedies to be sought. The discriminations will be tested, it is believed. The Durham men who come here tomorrow probably will not go into the courts, no matter what happens to them; but if the school commission turns them down, or finds it impossible to do anything under the present law, radical negro leaders will try the courts.

In this correspondence a few days ago it was prophesied that Walter White, secretary of the National Association for the Advancement of Colored People, is coming here in October to prepare the way for a testing in the United States Supreme Court. The salary allotments may be attacked as repugnant to the fourteenth amendment to the Federal Constitution. The N. A. A. C. P. is the militant organization which is recalled in North Carolina for the furious fight it made against the Senate confirmation of Judge John J. Parker as a member of the United States Supreme Court.

That association makes a specialty of such cases. Wise white leaders see possible trouble and irritation in these movements. The court danger is greatest. Many school men fear that the admitted discriminations against negro teachers will not stand up when submitted to a liberal United States Supreme Court. And the procedure may involve much trouble and delay in the general operation of the State school system.

Education - 1933

North Carolina.

Teachers' Salaries.

CHARLOTTE, N. C.
NEWS

NOV 23 1933

Extra Pay Day.

It is rather nice, the way it has worked out. City school teachers, now that an undeniable rainy day has come, will have the spending of what was saved up for them when the sun of a 30-cent supplement was shining.

Indeed, they will get the balance of their salaries sooner under the new dispensation than they would have under the old. If the school board had not been deterred last year in its plans and had paid the full amount due, funds would have been exhausted that much sooner and payless months would have commenced earlier. Even reserving the disputed amount the school board had no money left in the treasury.

It should not be forgotten, however, that the common, run-of-mine school teacher will receive from this belated payment considerable less money than will certain principals, male teachers and teachers of commercial and special subjects. Negro teachers, for example, with the exception of a very few will receive nothing at all for the simple reason that last year's school board saw fit to spread its supplementary allotments to the Negro teachers very thick in some places and not at all in others.

This is one of the maladjustments which the State operation of the entire term has corrected. It is too bad, though, that we had to swing from one extreme to the other.

Head Of Body Refuses Aid In Salary Case

Journal & Guide

Pitiful Situation Of Pedagogues In State Cited

12-23-33

ROCKY MOUNT, N. C.—(ANP)—Prof. O. R. Pope, president of the North Carolina Negro State Teachers' Association, stated here last week that the State Teachers' Association positively would not accept the help of the National Association for the Advancement of Colored People in the effort to gain a fair adjustmentof salaries for Negro teachers in this state.

The N. A. A. C. P. has begun plans to carry the fight for better salaries for Negro teachers into the state courts, but Prof. Pope said that the "N. A. A. C. P. has not conferred with me, or with any of the executive committee members of the association as to whether or not their assistance will be acceptable to the Teachers' Association."

Further, he stated that he, as president of the association, had not been contacted at all by the N. A. A. C. P. officials, and that he would never consent to the acceptance of N. A. A. C. P. aid in the fight.

May Go To Court

Prof. Pope said that the teachers may carry the fight into the courts, but that "if they do take it to court it will be done under their own leadership." Thus he indicated clearly that as a body, officially acting, the Negro Teachers Association would perhaps take steps to remedy the condition, but that in any event it would be done without any "outside help."

He told the ANP that although he had been invited to the recent mass meeting held in Raleigh, N. C., by N. A. A. C. P. state leaders, at which meeting, under Walter White. executive secretary, spoke, he had never been contacted in his official capacity as head of the Teachers' Association, and therefore had not been in position to make any statement for the association as a body .

He stated that he was preparing a statement to be sent to his teachers, and promised to send a copy to the ANP for study. To date this promise has not been kept.

Teachers' Sad Plight

The plight of the Negro school teachers in North Carolina is a sad one, for with the tremendous reductions in salaries being paid them, they are being reduced to dire straits, in even their living needs, and are forced to do without many of the comforts and conveniences to which they have been accustomed.

The white teachers, likewise, have suffered, but their salaries were always out of proportion to those of colored teachers.

For instance, early in the past summer a salary scale was issued for white teachers, but when Negro teachers, faced with prospects of still greater cuts, were advised by "interested friends" to refuse to sign their contracts, the state education department did not issue a salary schedule for Negro teachers, nor were any contracts sent out to be signed.

Thus the colored teachers were taken into the school systems over the state without any information as to what their pay was to be, nor with any previous intimation which would have allowed time for a protest.

Supplement Not Received

In a number of cases certain cities voted to pay a "supplementary pay" which was to be raised through the medium of additional taxes imposed on city residents. In some places this tax was seventeen cents on the hundred dollars worth of property. This tax was paid. Even here in this city, home of the head of the State Teachers unit, the tax was paid, but so far Negro teachers in the local school system have complained of not receiving their "supplement."

It has been developed that Mr. Pope has been getting a supplement. In other cities the situation is almost the same.

The salary scale for white teachers shows that pay cuts approximating from 30 to 44.25 per cent of their original sum, while that of Negro teachers is slightly larger. For instance, a high school, grammar grade primary C certificate, with two years of college work, for teachers having from one to four years experience paid from 85 to 105 dollars per month, but with the new scale they range from 55 to 65 dollars per month for white teachers.

Salary Situation Basis

Salaries of principals in schools with from seven to forty teachers have been cut from 36 to 44.25 per cent. For instance, a salary which was $244.44 per month, for a 25-teacher school is now 170 per month. The scale for Negro teachers varies similarly, except for the fact that they NEVER have received salaries as high as those of whites, although they have taught the same subjects, requiring similar preparation as for white schools.

It is here that the foundation of this pay fight is found.

Negro teachers in grammar grade schools in certain sections of the state are being paid from Thirty-seven to Fifty dollars per month for their services, and from this meagre sum must come food, clothing, lodging and other living expenses. Usually instead of having anything left to save, the Negro teachers find themselves going into debts which they stand no reasonable prospect of being able to pay out of the salaries as they now stand.

One college graduate who completed a four year course at an A rated university in the state, is now head of a four-teacher school which pays him $57.50 per month; while another school in another section of the state has a teacher, several of them, who have done likewise, and are unable to clear the living expenses of themselves and thir families.

Comparative Figures

The salary of white teachers in such high schools, based on four years of college work, and one to eight years experience, is now $70 to $100 per month, as against a previous $100 to $133, a cut of 30 to 43.33 per cent. Negro teachers received about 90 dollars per month for this work formerly, and these cuts reduce this to range around 60 to 70 dollars per month at present.

The plight of the Negro school teachers in North Carolina is the subject of white concern, and much wonderment is expressed as to just how it will be adjusted. The sadistic and raving articles which appeared in the Greensboro Daily News, a white paper, from their Raleigh office, were intended to "scare" the Negro teachers, and there were some of them who were actually frightened into thinking that the state really could displace them with white teachers for colored schools, something which was the very acme of absurdity, and a credit to the insensibility of any prejudiced news writer.

Conditions Uncertain

Meanwhile the situation still looms large on the horizon of public state welfare here, and what with the president of the Teachers Association declaring himself firmly against N. A. A. C. P. aid, and with some of his own members accusing him of having "sold out" to the white interests in the state, and with the teachers suffering privations and discomforts from the meagre pittances, it is hard to say whether the educational structure of North Carolina will be able to survive the strain or not.

Six years ago, the state boasted of its school system, which was rated fifth in national standing, but today, ah, that is another tale.

Careful observers point out the road to salvation as lying in an "emergency appropriation" by Governor Ehringhaus, but they doubt if leaders of the State Teachers Association, or the N. A. A. C. P., have sounded out the state head, to ascertain the possibility of such being done. It is suggested that an appropriation be made, with the funds to be secured from the Federal government, possibly through the R. F. C., and that the teachers be given better pay from these funds.

Cooperation Advised

In many cases the suplementary funds have been diverted from their intended purpose, and used for the expansion of school facilities, and this is another side of the picture, which in itself is a pleasing one, but it is wondered whether or not it is truly advisable. A review showed that the state this year had 1200 less teachers for 83,000 more pupils. The situation therefore is one which is odious to white teachers as well as the colored, and it has been suggested also, that the Negro teachers confer with the white teachers for a mutual solution of the problem.

N. A. A. C. P. Gains Converts

Meanwhile, the N. A. A. C. P. gains converts who feel that the state ought to be forced to do the right thing by its Negro teachers, through the medium of the courts; while there are those who contend through the State Association for a "diplomatic" settlement of the difficulty, which would mean that the colored brethren, as usual, would be outsmarted, and gain no great headway.

That today is the situation in the Tar Heel State, where two factions which could unite now, stand aloof from each other, one because "it was not consulted," and the other, no doubt, because it feels that there are "Uncle Toms" in the other who would sell them out in a pinch.

And the state has almost already spent the sixteen millions set aside for the school system for the entire year.

Pennsylvania

Education - 1933

Teachers' Salaries.

Wasserman Introduces New Equal Rights Bill

Philadelphia Tribune 3-30-33

(Special to the Tribune)

HARRISBURG, Pa.—No interference or reduction in the pay of the school teachers of Pennsylvania was the outcome of a bitter Monday night session of the lower House of the General Assembly. Orders to pass the Wilson bill reducing the salaries went out before the session convened and everybody felt sure of the success of the orders, but an outburst of logical oratory in defense of the educators caused a wavering the ranks long before the vote was taken long after midnight.

Stands by Colored Teachers

Representative Hart, one of the few Philadelphia members to vote against the bill, afterwards said he could see no justifiable reason for voting to cut the salaries of the few colored men and women who were getting a decent compensation for service rendered and especially at a time when great efforts were being made to do away with the service of colored men and women in the public service. The vote stood 88 for and 113 against the bill.

Two Million For the Unemployed

At the same session Monday night the House unanimously passed the Talbot Bill appropriating two million dollars for unemployment relief to cover the period from now until the end of the present biennium, May 31st.

A final relief appropriation of $25,000,000 covering the next biennium was reported from the appropriation committee by Dr. Steedle its chairman.

Old Age Pensions a Vare Victory

When the legislature re-assembled Tuesday morning the gallery, side aisles and rear lobby were packed by hundreds of people who came from all over Pennsylvania to back Senator Vare's demand that the Old Age Pension Bill be withdrawn from the Committee on Pensions and Gratuities where it has been pigeonholed since the first week of the session.

For more than two hours the battle for and against its release from the committee was waged with the lieutenants of Senator Vare pitted against those of the State Chairman Martin and Speaker Talbot. Orators of the new and old school lashed at each other until Representative Peters of Montgomery county moved for the previous question. Then a roll call was demanded and acceded to with the result that the Vare forces won by a vote of 129 to 63. The bill will now go to the voters for ratification.

Another Equal Rights Bill

At Monday night's session, Representative Wasserman of the 32nd ward, Philadelphia, presented an equal rights bil seeking to overcome the injustice now meted out to the colored people of the state. Representative Wasserman introduced his bill in fulfillment of a promise made to the colored people of his district.

Harris Making a Fine Record

One of the most pleasing things of the present session of the General Assembly is the fine record Representative John W. Harris, Jr. is making for himself. His committee work, especially that on the sub committees is the subject of much favorable comment on all sides. Mr. Harris 'intimate knowledge of real estate and housing conditions has made him an invaluable member of the Committee on Health and Sanitation.

South Carolina

Education - 1933

Teachers' Salaries.

York, S. C., Enquirer
December [illegible], 1933

—Senator W. Brantley Harvey, of Beaufort county, asked the supreme court to order the state department of education to pay negro teachers the same wages as white teachers, $50 a month instead of $37 a month. He argued that the law makes no distinction among teachers in this state and an assistant attorney general urged that the law fixes a maximum salary to be paid by the state, and it may be lowered at discretion. During the argument, the state's legal representative said there will be a deficit this year in teacher pay of over $200,000.

—Ed Mathis, of Marlboro county, is held by the coroners jury for killing Johnnie Griggs, near the Cheraw bridge across the Peedee river, at the end of a queer fight. A girl riding with Mathis said he stopped at a filling station kept by Griggs for Dunk Stanton, to ask how Stanton was recovering from a recent fight, and Griggs approached the car with drawn pistol and demanded Stanton's pistol of Mathis, who said it was at his home. Then the girl says Griggs fired into the automobile hood and told Mathis to get out. In the rear of the car there was a fusilade, which left Griggs fatally wounded by three bullets and Mathis running away.

Education - 1933

South Carolina

Teachers' Salaries

Charleston, S. C., News & Courier
May 22, 1933

Upcountry Wins

As long as the salaries of teachers shall be guaranteed by the state and paid from revenues largely derived from property taxes, those districts and counties in which the assessments are relatively high will carry an unfair share of the burden of the common schools. The vice in the carrying on of the school system by the state is inherent in the unequal property assessments. In some localities heavier assessments are made necessary by local causes than in others.

As long as, in practice, the state school fund shall in the main be distributed among white teachers, the districts and counties having the larger proportions of negro population will be unfairly taxed for the relief and benefit of those districts where whites preponderate. As the state is unwilling to support negro schools, at least it should forbear to load the counties of heavy negro populations with the burden of white schools in white counties.

The amended school law will continue to operate to the penalizing of Charleston city and Charleston county as well as of nearly all the counties of the coastal and middle sections of the state.

The negro population contributes substantially to the state's revenues, especially in payment of the sales taxes on tobacco products, soft drinks and similar luxuries.

Of the 793,000 negroes in the state the great majority live in counties east and south of a line drawn through Cheraw, Columbia and Aiken.

The legislators of the Piedmont counties know how to take care of their schools at the expense of the Lowcountry. They do.

Spartanburg, S. C., Herald
June 30, 1933

NEGRO TEACHERS

Negro school teachers of the state and county will be paid as follows: First grade certificates, $37.50; second grade, $30, and third grade, $25, according to J. F. Brooks, county superintendent of education. Unimproved schools will be paid for four months and Rosenwald schools for five months.

Education - 1933

Teachers' Salaries.

Tennessee.

Tenn. Legislature Equalizes Pay of College Heads

NASHVILLE, Tenn.—The House of Representatives of the Tennessee General Assembly raised the annual salary of President W. J. Hale, of A. and I. College from $2,000 to $2,700, thus placing it on a parity with that of the presidents of the three white state colleges.

The House reduced the salaries of the white state college presidents from $4,000 to $2,700. Salaries for faculty members were reduced in proportion.

TEACHERS' SALARIES

Complaints could be heard on every hand among the Negro citizenship last week as a comparison of salaries paid white and Negro teachers came to light, showing a vast difference in the salary scales. The murmurings of last week were not the first to be heard in this connection. For many years, at different intervals, the question has been raised as to why Negro teachers should be paid far less for their services than white teachers of the public school system. In previous years, there has been one city schools superintendent at least, who was frank enough to state his views on the matter and when he outlined his reason for not advocating equal salaries for Negro and white teachers, the matter was promptly dropped as concerns further contention on the part of the Negro racial group.

It was pointed out, time and time again, that living expenses for Negro teachers is as much or more than those of white teachers. Further, it has been shown that their duties require much more effort in the Negro schools and conditions under which they work or not as comfortable as is the case in white schools. Then why the smaller pay?

The superintendent referred to above openly declared that the training of Negro teachers is inferior to that of the whites and consequently they are not entitled to the same salaries. To a certain extent, this statement is true. The charge that a vast majority of Negro men and women who have in the past put forth every effort to get on the pay rolls of the board of education, have been content to drop right down in a state of lethargy as soon as the job was given them, and no further effort was put forth to prepare themselves for the important profession of teaching. While a few have exhibited a spirit of progressiveness by getting off to study at some reputable school of learning as soon as the vacation seasons began, there are others who either packed up in automobiles bought on the installment plan and hied off to some city or resort for a "much needed rest," or there were those who looked up another job, regardless as to what it was, in an effort to "get rich quick." Consequently, the expert supervisor who made the rounds of the schools of the public system, Negro and white, readily discovered the inefficiency and lack of training of the lethargous group in the system.

Regardless as to the injustice and unfairness of the unequal salary scale, it must be admitted that inefficient and non-progressive teachers do not deserve the same pay as the ones who have worked hard to keep abreast with the modern system of educational training, and the Negro teacher is no exception to that condition. Teachers who do go off to first class summer schools for the purpose of becoming better prepared should not be denied full and equal compensation for their services, but the contention of the lethargous and non-prepared parasites who only have a desire to draw down their pay checks, is not in the least well taken and not only should they be denied equal pay, but they should be dropped from the teaching group in a most unceremonious manner.

Texas.

Education - 1933

Teachers' Salaries.

THE TEACHERS' SALARY CUT

On Monday of this week the school board met and voted another cut in the salaries of teachers, retroactive to January 1st. The following is a report of the cuts as carried in the Houston Post for January 31, 1933: Informer 2-4-33

"The cut in teachers' and employes' salaries is as follows: White employes making less than $1000 per year will not be cut. Those making between $1000 and $1,499 will be cut 6 per cent; those making between $1500 and $3999 will receive a 7 per cent cut, and those making $4000 and above will be cut 8 per cent. In addition, the school employes who are on a 12 months basis of pay will be required to work one-half month without pay during the year. Negro teachers making between $700 and $1900 will be cut 6 per cent, and those making above $2,000 will receive a 7 per cent cut in salary. Houston,

Since the minimum salaries of white teachers are in most cases the maximum for Negro teachers, The Informer and Freeman believes that to add new cuts to the Negro teachers is doubly unfair. In other words, there should be no further cuts in the salaries of Negro teachers until there is more justice and fairness in the relation of the salary schedules for white and Negro teachers. It is even more unjust to cut the salaries of Negro teachers who make less than $1000, when white teachers drawing like amounts are not cut.

A loaf of bread or a suit of clothes costs a Negro teacher identically the same as it costs a white teacher; and this is true on down the line of the cost of living. This being so, the hardship should not be increased by additional cuts from already inadequate salaries of Negro teachers.

MORE TEACHERS FOUND TO HAVE BEEN AFFECTED IN RECENT CUTS

Informer 2-4-33

Houston.—Last week The Informer and Freeman carried a list of persons known to be on the half-time list. The informer was hardly on the street before we were made to know that our list was incomplete. Many of those named called and asked why pick on them, when so-and-so wasn't named. We gladly give the amended list of married women on half-time: Mesdames P. H. Holden, W. L. D. Johnson, Sr.; Emile Fontworth; John Grigsby, Phil Watkins, W. L. D. Johnson, Jr., I. B. Bryant, J. D. Bowles, R. H. Lockett, J. Will Jones, J. C. Sanderson, J. F. Ellison, Selma McDade and Vertis Powell.

In addition to the above, who admittedly were cut for the reason that their husbands were in the system or supposed to be drawing large salaries elsewhere, the following teachers were put on part time: Mrs. Malissa Price, Mrs. W. L. Davis, Miss Ethel Price, Miss Myrtle Price, Mesdames Sarah Mae Williams, Minnie Sledge, Rosa Lee Lee, Maggie Gardner-Nash, Nellie Minor Johnson and Ina Mann.

It has been pointed out that even in the married group there have been some iniquities. For instance, young teachers get the lowest salaries (some $70 or $80) and when their wives are put on half-time, the family earns only about $100. Most of them are buying homes and have obligations. But the school board is still working on the problem and it is being freely predicted that adjustments will be made to equalize the burdens.

It is a certainty that some who are now on the list of unmarried half-time teachers will be taken off, while many not now on it will be on it before the ides of September shall have come and gone. There is much speculation as to why the shearing winds passed Prof. Nat Q. Henderson so completely. Although many of his family teach, only one was touched and it was said that no one from his school went under the axe. One answer is that he avoids notice where most principals seek it.

Prof. R. M. Catchings announces that he has his contract now. Prof. J. E. Gooden also has hns contract. it seems that J. E. Pendleton and Armstrong Lewis are still without contracts. We have no further news of B. J. Barlow. It is said that Mr. Lewis' department will be abolished and that Mr. Pendleton will probably be shifted to another school. No one knows what will happen in Mrs. Nellie Minor Johnson's case. She is single and has no other job, but someone claims that she has sufficient means. But on that basis there are others who are obviously subject to cut. Some report that Mrs. Elizabeth Dudley, Mrs. Beatrice Edwards and Miss Sammie Graham are in the writ of the moving finger. One thing is certain — the moving finger still writes!

Education - 1933

Virginia

Teachers' Salaries

The Salaries of Negro Teachers

Planet 6-6-33

A. C. Crooms, writing in the News Leader Forum, has developed strong cases against the proposed 10% cut in the salaries now paid Negro public school teachers in this city. Every essential fact bearing upon the issue has been ably presented by this writer, who explains his interest in the matter in the following language:

> "Although I am of the opposite race, I am in sympathy with any race that is being dealt with unjustly."

Barely $5,000 will be saved to the taxpayers through a 10% slash in the pitiful salaries paid Negro teachers, a savings which is undoubtedly no economy, in view of the already great disparity in the salaries between white and Negro teachers dictated solely by a standard of race.

The Planet congratulates the Richmond Urban League for assuming leadership in opposition to the proposed cut. Justice would have forbidden the first cut, another is unthinkable.

White School Heads Get $600 More

Journal and Guide 8-5-33

Just-Named Principals First Colored Ones In Many Years

Norfolk, Va.

Richmond Bureau

RICHMOND, Va. — Richmond's school board named two colored principals and one assistant principal last Friday night, but will pay the principals a salary of only $1,500 annually for filling the jobs previously held by white men and women who received $2,100.

This amounts to a pay slash of $600 or more a year.

The principals elected were Miss Ethel Thompson, instructor at Booker Washington School, and John L. Nixon, former Armstrong High School teacher. The assistant principal named was Oscar A. Morton, teacher at Armstrong High and critic teacher for Union University.

Miss Thompson will be in charge at Elba School and Mr. Nixon at Buchanan School. Mr. Moton was assigned to Moore Street School.

Fly In Ointment

The employment of colored men and women as principals in the public schools here was awaited with eagerness and satisfaction, but the downward readjustment of salaries to the disadvantage of the new incumbents turned out to be the "fly in the ointment."

For the past thirty odd years all the schools in the city have been manned by white principals with colored teaching staffs, a situation matched nowhere else in the country's public school systems.

A Striking Contrast

In the same session that it elected Negro principals at salaries of $1,400-$1,500, the board elected a female elementary teacher to a white school at a salary of $1,620 a year. Her term runs for nine months, while those of the principals run for ten months. The salaries of the colored principals, therefore, when enumerated on a monthly basis, is $150 per month, while that of this white elementary teacher is $180 a month.

Salaries for Negro principals begin at $1,500, with an annual increase of $75 or $100 per year (maximum, $1,850), in schools of not more than 20 teachers. Where there are more than 20 teachers the minimum and maximum salaries are $100 more. Assistant or acting principals receive starting salaries of $1,450. No scale of annual increases has been worked out for them.

Salaries For Whites

The minimum for white principals is $2,100 and the maximum $2,770 and $2,900, depending on the size of the school, with additional pay for special work. This scale does not include white high schools. The minimum for Negro principals is, therefore, $600 less than the minimum for whites and the Negro maximum $950 less than the maximum for whites.

Some of the white principals who now or in the future are to be replaced by Negroes do not hold college degrees. All of the Negro principals do.

Loophole Cited

This is the snag that was predicted would be struck as a result of the gap left open in the petition for colored principals presented the board by the citizens committee by its clause which stated that "if the same ratio is applied to the salaries of Negro principals as are now being used as between the salaries of white and Negro teachers, it would be a matter of economy for the city to employ Negro principals."

While it is known that the committee expected no such differences in salaries as now exist between white and Negro principals, filling the same posts, it, nevertheless, went on record as endorsing such a proposition.

Wiley A. Hall, executive secretary of the Richmond Urban League, was offered the principalship of Buchanan School at a salary of $1,600. When this was refused by Mr. Hall, he was told that it might be possible to get the board to increase the salary to $1,700, to which suggestion he replied that he still would not be interested in the position at any such salary. Mr. Hall was, therefore, definitely eliminated from the race.

Asked about the salaries being paid, Mr. Hall said he was very much surprised in the light of the scale of salaries shown him on his trip to the office of the administration. He said the scale of salaries shown him ranged from $1,600-$1,950 and he was satisfied that even though he did not accept the position those who did accept them would begin at salaries of the higher figure quoted as possibly acceptable to the board.

The fact that a decent salary is denied qualified Negroes as principals leads some persons to believe that small profit will be derived as a result of the change in the complexion of principals in the Negro schools in Richmond. The salary now being paid these principals is the same as that which was being paid them as high school teachers before the 10 percent cut was applied.

Teachers who had been in Armstrong High School for a period of five years formerly drew salaries of $1,500, but since the 10 percent cut, draw $1,350.

More Work, Same Pay

It is conceded by all thinking Negroes that these salaries, an actual increase of $150 per year, will not compensate for the added responsibilities that will devolve upon them as principals. It is further argued that as teachers they worked only nine months to the year, but as principals they will work ten months.

This means that the men are employed at the same salaries they were receiving as high school teachers, but will be given one month's additional work. They were drawing $150 per month as high school teachers with the ten per cent cut—nine months service at $150 makes a total yearly salary of $1,350. Now they get ten months' salary at $150 per month making a total of $1,500 for the year's work.

At the conclusion of the board session last Friday night, an executive session was asked for by the superintendent from which the press was excluded. The nature of the subject or subjects under discussion was not divulged by the superintendent nor any member of the board.

Mr. Binford, the superintendent, when asked as to the reason for the small salaries alloted to Negro principals, told a Journal and Guide reporter that he tried to make the ratios between colored principals and teachers the same as those existing between white principals and teachers.

Education - 1933.
Tuskegee Institute, Comments on.

School Founded by Booker Washington Leads World in Youth Training

Defender
3-16-33
Chicago, Ill.

Institution Now Has $8,000,000 Endowment Fund

The wisdom shown i the selection of Dr. Robert R. Moton as successor to Dr. Booker T. Washington as principal of the Tuskegee Normal and Industrial institute by the trustees of the institution is clearly reflected in the rapid and steady progress of the school under the 17 years of his administration.

Taking charge of the institution at a time frequently referred to by the old settlers as "the dark and perilous era in the history of Tuskegee," Dr. Moton immediately launched a vigorous program of expansion, involving a building program which added $2,000,000 worth of buildings to the already pretentious layout, an endowment campaign that poured $8,000,000 into the school's treasury, an effective plan in the local, state and national activities in the extension departments which has spread the influence of Tuskegee throughout this country and spanned the seas into other countries, the raising of the curriculum and assembling of one of the most highly trained faculties among institutions operated primarily for our race.

The first unit of the new buildings came in 1920 and might to be said to have been from necessity when fire destroyed the boys trade school building. This structure, which was much too small for the 40 trades taught at the school, was replaced by five modernly equipped and beautifully appointed buildings. To relieve the congestion caused by the unprecedented increase in the number of students and to afford larger numbers the opportunity to receive an education, James Hall and Sage Hall dormitories were erected, and for a brief spell there was a lull in the prosecution of the building program.

BUILDING PROGRAM MOVES ALONG

Despite the depression it was, however, recently resumed and to date the Chambliss model school, the Margaret Washington home economics building, the Rollis Burke Frissell library, the Samuel Chapman Armstrong science hall, the Logan auditorium and gymnasium and the John A. Andrew Memorial hospital annex have come into being.

A visitor strolling around the campus must be impressed with the names on the buildings, the names of people who have given of their wealth and talents to education and whose interests were so closely interwoven in the history of the world famous institution, James hall, donated by Arthur Curtiss James in memory of his mother; Sage hall, a memorial to Mrs. Russell Sage, the widow of the founder of the Sage foundation; Margaret Washington hall, in honor of Mrs. Margaret Washington, the wife of the founder, Dr. Booker T. Washington, who labored with her illustrious husband that his dream might become a reality; Hollis Burke Frissell, who for a number of years was principal of Hampton institute, that produced both Dr. Washington and Dr. Moton; Samuel Chapman Armstrong, the teacher of the founder of Tuskegee; Warren Logan, whose business ingenuity as treasurer played an important part in the development of the school, and William V. Chambliss, who out of appreciation for the opportunity to receive an education accorded him at Tuskegee left a bequest for the erection of a modern school, where the children of the community might receive instruction.

The second outstanding feature is that every one of the new structures were designated and erected by members of the group. The late Louis H. Persley was the architect, while Windham Brothers of Birmingham, Ala., were the contractors and builders. Students and graduates constituted the bulk of the skilled labor.

LAUNCHED INTENSIVE ENDOWMENT DRIVE

Realizing that the endowment of the institution was not sufficient to take care of the needs of the institution and thus necessitated a constant "begging campaign," Dr. Moton in 1924 launched an intensive financial campaign, doing most of the work himself. In fact, so strenuously did he work for the $8,000,000 reward it was necessary for him to take a vacation, but the institution now ranks among the most heavily endowed of the group. Friends and graduates rallied to the cause in this huge effort that required one entire year.

With the physical expansion of the institution came a similar growth in the standards of the academic work. To meet the demand for education generally referred to as "higher education" and to fit the graduates for their lifework or further pursuit of education, several years ago it was decided to add a junior college department. So rapidly did this department grow that two years later found Tuskegee offering a four-year college course, awarding degrees recognized by the leading colleges and universities of the nation.

To carry on this work it was necessary to reach out and get new faculty members. Carry out the policy inaugurated by Dr. Washington from the founding of the school, the best trained men and women were sought and found so that today Tuskegee boasts of a faculty that is as fine as its physical plant, including teachers and research specialists.

A WORLD-WIDE INSTITUTION NOW

Tuskegee institute is more than a school, it is a world-wide influence. Rivaling the educational work carried on at the institute is that prosecuted through the extension department, the farmer's conference, through which the farmers of the South and their wives are taught the modern methods of farming and home-making, which includes instruction in home-making, canning and the like; the public health work through which hundred are annually afforded medical examination and instruction in personal hygiene and sanitation; the John A. Andrew medical and surgical clinic, a benefit not only to those needing medical or surgical care, but to the physicians and surgeons throughout the country, and the local chapter of the American Red Cross which now offers relief to scores of poverty-stricken families.

Added to the influence exerted through the extension department is that of the thousands of graduates who are carrying the "Tuskegee spirit" in all parts of the world. Tuskege graduates are found in all walks of life and some of the most outstanding leaders of the group received at least a part of their training at Tuskegee. Carrying out the Tuskegee idea, several have founded schools, including William Holtzclaw, principal of Utica Normal and Industrial school in Mississippi; Miss Cornelia Bowen, founder of Mt. Meigs institute at Waugh, Ala.; Floyd Brown of the Fargo Agricultural school, Fargo, Ark., and Byrd T. Crawford of the Charity Industrial school, Lowndes county, Alabama.

With all of this progress, according to Dr. Moton, Tuskegee work has just begun and we, to whom this work is intrusted, intend to put forth every effort to see that Booker Washington's idea will be carried out to the fullest extent.

BIRMINGHAM, ALA.
Post
MAY 23 1933

Tuskegee's Example

Dr. Ashby Jones, the well known Baptist pastor of Atlanta, gave sage counsel to the Southern negro in his baccalaureate address at Tuskegee Sunday night.

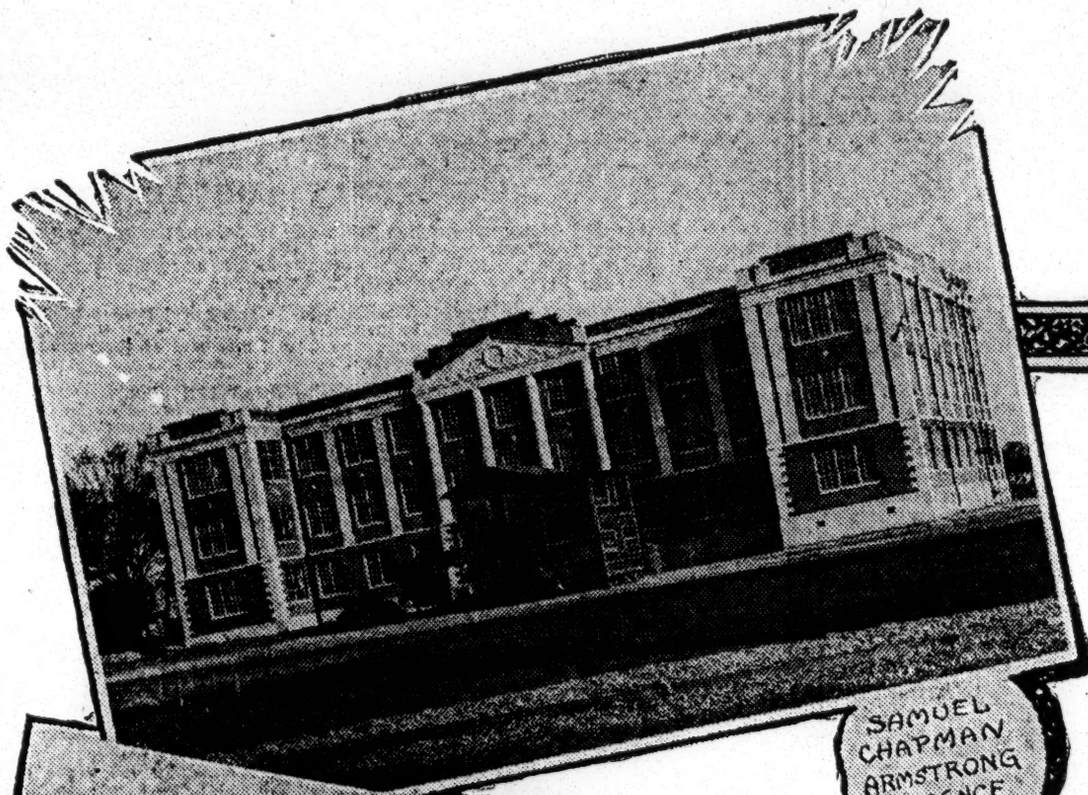
"There is a growing demand," he said, "from those who are impatient with the slow moving forces of social justice for immediate and direct action of force.

"But before you choose that way, pause here and from the vantage ground of this academic watch tower look back upon the road from which we have come.

"Neither infuriated mobs nor disciplined armies could have builded Tuskegee institute and neither police nor fortresses can preserve it. It was builded out of the faith that a sword can be forged into a plow, that injustice can be turned into justice and that good can overcome evil."

In these words Dr. Jones was speaking for all the thinking white people of the South The greatest tribute to the vision of Booker T. Washington and to the efficacy of the approach to the race problem that Tuskegee represents is contained in the friendly relations existing between the two races in the little city of Tuskegee.

It is a convincing demonstration of the theory which Dr. Jones presented—namely that the South has much to gain and nothing to lose by encouraging the negro to higher economic and cultural development within his own race.



SAMUEL CHAPMAN ARMSTRONG SCIENCE HALL.

Dr. R. R. MOTON
Principal ~ Tuskegee Inst.

POULTRY FARM

LOGAN HALL ~ AUDITORIUM — GYMNASIUM

Birmingham Age-Herald
August 7, 1933

WALLACE RAPS INDIVIDUALISM

Secretary Of Agriculture Lauds Negro Spirit In Tuskegee Talk

TUSKEGEE INSTITUTE, Ala., Aug. 6—(AP)—Henry A. Wallace, secretary of agriculture, told an audience of several thousand here Saturday night that the deep religious feeling as exemplified in the black race was needed as much as "splendid laws and economic experts" in removing the present distress.

"No matter what splendid laws are passed," the secretary said, "No matter what eminent economic experts are employed to administer them, if there remain prejudice, hatred, fear, ignorance and greed all are bound to fail. What is also needed is a spiritual insight into the human heart."

Secretary Wallace came here on the invitation of Dr. George W. Carver, nationally-known research chemist, who taught the secretary botany in the latter's college days. The famous Tuskegee Institute choir sang a group of spirituals before Secretary Wallace spoke and the cabinet member apparently gathered inspiration from the music for his address, declaring that there was an important religious aspect to be reckoned with in working out the new deal.

The present distress, Wallace said, was due to individualism and could be corrected only by two methods: "Either by improving the social machinery or by rightness in the human heart." To effectuate the latter, he recommended the "Negro's pronounced spiritual feeling."

The secretary paid a tribute to Dr. Carver, declaring that he had known him 39 years and that the Negro's scientist's faith in him had been one of the factors in whatever accomplishment he could claim.

Education - 1933

Tuskegee Institute, Comments on.

TUSKEGEE'S TRAGEDIES

The reign of crime and bloodshed about the noted product of Booker T. Washington's efforts—Tuskegee Institute, does not serve the Negro racial group to any advantage whatsoever as he contends for self government. The unsolved slayings of at least two defenseless women on the campus of the institution and the more recent ambushing of one of the officials of the school by a resident of the community brings the Tuskegee community in for a share of the most caustic criticism. In fact, it does appear that the Tuskegee situation is slipping from the hands of Principal R. R. Moton like a rope through the hands of a man trying to hold a runaway baloon.

Reports of the slayings at Tuskegee—Negroes by Negroes—causes the reader to wonder as to what sort of law enforcement group holds forth in the Tuskegee township. Then the thought comes to mind as to whether the wonderful influence for good as was wielded by the late Booker T. Washington has been completely lost sight of at this early date.

There is positively no apparent cause for the wholesale taking of human lives at Tuskegee or any other place where educated, well trained men and women hold forth. The situation again brings to mind the statement of careful Negro observers that the Negro racial group is as much in need of a house cleaning as any other race of people, and nothing will be accomplished in the way of having other races refrain from directing injustices and hostile treatment toward the Negro until he gets right himself.

If Doctor Robert R. Moton, the principal of Tuskegee cannot guide the affairs of Tuskegee without conditions arising that will bring the entire race into bad repute, as has been true in recent months at Tuskegee, he should step down and out and turn the reins of leadership over to some leader who can serve in a more satisfactory manner.

The perpetrators of those apparent murders about Tuskege should be apprehended and the proper punishment should be meted to them with a view of putting a stop to such flagrant and uncalled for crimes.

Montgomery Advertiser Journal
July 2, 1933

Dr. Moton's Advice

(The Tuskegee Messenger)

(Principal R. R. Moton's parting words to students at closing of term at Tuskegee Institute):

We could have closed the service with the last song the choir sang, "Nobody Knows De Trouble I've Seen." We might profitably have closed with the afternoon service, but the students are accustomed to having the principal say some words directly to them about their activities during the summer and also some words of parting for those who do not return.

We have had a very good year despite many difficulties, hardships, some suffering, and much hard work. Perhaps because of all of it this has been a most excellent academic year for the Institute, both workers and students. I think we have never had greater co-operation from the factulty, students and community than has been true this year—certainly not in the 18 years I have been here, and I wish heartily to thank everybody.

I hope, students, that you have gotten out of the school year what you came for. I hope you will all find work this summer and that you won't be very choice about the type of work you are to do as long as it is useful work, honorable work and you are rendering honest, honorable, helpful service. Will you enter into the life of your homes and help those mothers and fathers who have bent their backs this year and who have made many, many sacrifices, such as you don't understand, to keep you in school; who have prayed night after night and day after day for your success and happiness and prosperity here? Will you try as never before—and there was never a greater need than now—to lighten their burdens because of the experience and training and inspiration I hope you have gained during these months and years in this atmosphere?

I hope when mother is washing that you will ask her to sit down and rest while you do the washing, and the cooking and the ironing and the housework—do everything you can. All this to lighten her burden. And for the boys, I hope you will lighten the burden of both mothers and fathers in the field, in the shop or whatever it is. If education means anything, if Tuskegee has meant anything to you it should show itself now as perhaps never before in the homes from which you have come and to which you are going back in the next few days. That will make your parents glad and happy that you came and they will never remember that they ever made any sacrifices for you, that they have ever given up anything that has not given them great pleasure and satisfaction and joy. They are thanking God earnestly for you.

Go to your home churches. Don't cut loose from the little church and the preacher who perhaps is not as educated as you are and therefore can't use good language as you can and frequently may not know as much about the Bible as you do or interpret it as well as you can; but go to the church. Let your presence show you are interested in the church and religion. Go to the Sunday school, to the meetings of the children and younger people and the meetings of the older people. Don't loiter on the outside but enter into the spirit of things with a simple, sympathetic kind of spirit. Show them that you desire to serve and to help them.

Are you ashamed of yourself? Are you ashamed of those mothers and fathers because they can't speak your language—because they can't write or read, because the old cabin is in much squalor? Are you going to help to change it? If you are ashamed, then God pity you!

Young people you will belie the faith of Tuskegee Institute and defeat the spirit of this place if you cut loose and detach yourselves from the meek and lowly, black, poor, poverty-stricken negroes and you will destroy the faith of the mothers and fathers, if you are unwilling to cast your lot in with them; if you are unwilling to go and give whatever you can to help them. I say, if you are unwilling, then you have not got the spirit of Booker Washington; you have not got the spirit of Tuskegee Institute and have not the spirit of Jesus Christ.

We have heard these beautiful chimes in the tower here. They are unique and we thank Colonel and Mrs. Ward for giving these chimes in memory of their son. We are very grateful to them for the chimes and whenever we hear them played we will know that it is in memory of their only boy who died when Colonel Ward was in France—in what part of France, and on what battle front the mother did not know. When he got the letter several months after it was written he read, "Father, we have laid our baby away today." That is the way parents think about their children. That is the way they are thinking about you. The memories of you are precious to them. They are glad to do anything they can, but will you reciprocate? Will you give to them and those about you, to your race, to your nation; all that is in you? All that is in you of love, and of devotion, and of sacrifice, and of clean living, and of honesty? Will you give back to them and to us something of what we have given gladly to you?

Colored Officials Discuss Rules Here

B. T. Harvey announced from his office at Morehouse College Saturday that the rules discussion meeting of the Southern Coaches and Officials' Association will be held at the Butler Street Y. M. C. A. September 9 and will begin at 10 o'clock.

The program, released by Cleve L. Abbott, Tuskegee Institute, secretary-treasurer, follows:

10 A. M., business session; 11 a. m., informal discussion, rules interpretation; 12:30 p. m., lunch; 1:30 p. m., rules interpretation and demonstrations; 3 p. m., assignment of officials; 4:30 p. m., basketball rules interpretation and arrangement of basketball schedules; 5:30 p. m., election of officers; 7 p. m., dinner for coaches and officials at Sutton Cafe and James hotel; 8:30 p. m., theater party for coaches and officials.

Tuskegee Team to Worship at Pilgrim

The Tuskegee institute football squad will worship Sunday at the Pilgrim Baptist church. The invitation sent to Tuskegee by Rev. J. C. Austin, Robert M. Turner, chairman of the trustee board, and J. M. Dean, church clerk, by telegram was accepted by Cleve L. Abbott, who will accompany the players to the Sunday morning services. Other members of the Tuskegee group will also attend the services.

SOLONS VISIT TUSKEGEE.

Several weeks before Tuskegee Institute ended its school year fifteen members of the Alabama State Legislature and their wives honored it with a visit. Nowhere in the world is there to be found a more gracious host than this famous institution of learning. As usual, it did itself proud and made new friends. Following Dr. Moton's warm and sincere welcome, an inspection of buildings, a visit to the laboratory of Dr. Carver, a review of the cadet parade, luncheon and a drive through the grounds of Veterans' Administration Home, a special assembly was held for the guests in the Institute Chapel. The Institute Choir sang and then the lawmakers were introduced by the principal.

Americans outside of Alabama are apt to form an opinion of legislators of that state from the Heflins who represent the blatant, bombastic type of politician whose mission is to preach race hatred and stir up racial strife. But there are in Alabama sane, constructive, progressive white men holding public office who realize that the future welfare of the entire Southland depends upon the existence of friendly and cooperative relations between the two groups.

Space will not permit the presentation of all the inspiring addresses made by the visiting lawmakers on this memorable occasion, but we quote the statements of two. The Hon. J. W. Rish of Huston County said:

> I have never been more overwhelmed all my life. For many years I have had a desire to visit this institution but never dreamed of such a reception; indeed, I was not qualified to expect the kind of hospitality which you good people have given us today. I bring you greetings from the legislative department of Alabama. I wish to express to you in their behalf the strongest spirit of friendship. You have undoubtedly made the very staunchest friends out of the ladies and gentlemen who have come here today. You have a magnificent plant which will grow and develop as the years roll along. Your worthy president is indeed engaged in the greatest service which can be rendered to humanity.

After paying a glowing tribute to Tuskegee Institute's founder, Booker T. Washington, the speaker continued:

> You know, Alabama is a rich state, potentially. I hope to live to see the day, and I believe many of you will live to see the day when Alabama will blossom as the flower garden of the United States, when its men and women will catch a new vision of service—a new vision of opportunity and will for one time rise above the limiting influences of class, clique or clan and render service to the whole state. How sadly we need in Alabama men and women who will catch the vision in a particular lesson, not of a particular class, not of a particular race, but all the people of Alabama that they may be big enough and bold enough and courageous enough to pursue a course that will mean the development of the state.

The Hon. Chauncey Sparks of Eufaula said in part:

> I have never been here before but I wanted to come. I picked up Dr. Moton's latest book over in the guest hall a few minutes ago and read two or three paragraphs. It begins by saying that "The statement is often made by those discussing the Negro race that they know the Negro. Whenever that statement is made in the presence of a Negro he has a knowing smile." And then I smiled. I thought I knew him too, but I don't. I was raised with him, plowed corn and cotton and hoed with him. I hunted possums, coons and rabbits with him. I have played baseball and wrestled with him, and I think some of the most pleasant memories are the days spent back on the farm with my little colored playmates. Then I think of the old mammy who brought me up from infancy.***
>
> As a citizen of the State of Alabama I am peculiarly and personally proud of Tuskegee Institute. I think it means as much to Alabama as anything Alabama has in it. You know the population of this state is approximately 50-50 white and black. You are just as much a part of our civilization—of our industrial and agricultural potentialities—as the white race and you have a service to perform. I want to tell you, Dr. Moton, that a few weeks ago there came to my office two nice-looking Negro boys. They said to me: "We understand that you have some masonry work to be done at your home." I said, yes, some work on my chimney. They said: "We would like to do the work for you." I asked where they were from and they replied that they were graduates of Tuskegee Institute. They went to my home and did the work. When I went home to lunch and looked it over the work was perfect. They came that afternoon for their pay and I was glad, Dr. Moton, to pay them what they were worth. I shall always remember Tuskegee Institute and when I can render it a service it shall be my pleasure, indeed.

When Dr. Moton tells Negro audiences in the North that there is a decided improvement in relationships between the two races in the South, this statement is received by some with a bit of skepticism. The visit of the delegation of Alabama's lawmakers to Tuskegee Institute was historic and substantiates Dr. Moton's oft-repeated assertion. Up to now few members of the Legislature have had the courage to make a trip to the best-known point of interest in the state, fearing that their political enemies would make capital out of this display of friendliness.

The expression of liberal, forward-thinking views courageously expressed by the legislators was even more remarkable than their presence. Surely this must be a new day in the South when a white man, brought up with Negroes, publicly admits that he does not know the Negro of 1933. One of the chief causes of racial misunderstanding in the South has been the tendency of the white man to boast of personally knowing a race of 12,000,000 people based on the fact that he or his ancestors owned slaves, or that he was raised on the breast of a black mammy and came in daily contact with Negroes on the plantation.

It is gradually dawning upon thinking white people of the South that the Negro must be considered and dealt with in terms of today and not in terms of yesteryear.

Dr. R. R. Moton Honored Guest Of Henry Ford

Automobile Manufacturer Discusses Economic Situation with Educator

DETROIT, Mich., June—(ANP)—Dr. R. R. Moton of Tuskegee interrupted his vacation at his summer home at Capahosic on the York river in Virginia to make a special trip to Detroit on the invitation of Henry Ford, wizard of industry and finance.

Principal Moton spent Monday and Tuesday of last week with Mr. Ford and his staff, for the greater part of the time driving about the great plant at Dearborn with Henry Ford himself at the wheel of one of the latest V-8 Models.

Besides conducting the Principal of Tuskegee personally over his huge plant and museum, Mr. Ford spent hours in discussing with Dr. Moton the present economic situation, the outlook of the future, and his own attitude with respect to the place of the Negro in American industrial life. What that is can best be indicated in the fact that of the 30,000 or more persons employed in the Ford plant, more than 3000 are Negroes, and they are to be found in every department of the plant, not only working side by side with white workers, but in many cases with white workers under their supervision. Mr. Ford says with him it isn't a question of color but of fitness.

While in Detroit Dr. Moton was the house guest of the Rev. and Mrs. W. E. Daniels of St. Matthews Protestant Episcopal church.

ABBOTT PESSIMISTIC OVER TIGER MATERIAL

Tuskegee Institute, Ala., Sept.—The story going the rounds that Cleve L. Abbott will have so many good football players on his team this fall that he will not know which team to start first was denied today by the mighty Tuskegee eleven. "It will not be hard to arrive at that decision," said Coach Abbott, when asked if he was so abundantly blessed with material that he will have three or four sets of capable linesmen and ball carriers, as reported by the "Inner Circle." This was true in the case of his baseball team a year ago.

The story: A visiting baseball team came to the Institute to play and brought only nine men. Four were injured during the rather hectic battle and had to be retired. Coach Abbott let the visiting team have four of his best players so that the game might be finished and he was able to outsmart the visitors, 5 to 3, after twelve innings of brilliant brand of baseball by both teams.

That act went down as a rather generous "good turn" on the part of the popular Tuskegee coach, but he let it be known that no visiting eleven may expect such generous hospitality when opposing the Tigers on the Tuskegee campus or elsewhere this season.

Education - 1933
Tuskegee Institute, Comments on.

N Y C MUSICAL ADVANCE
MARCH, 1933

TIMELY TID-BITS

By
LOYS
PETTY

Music and poetry are truly akin and lift the soul alike. I felt this so keenly last Sunday at a Celebrity Tea given at the Fine Photographic Art Studio of Mrs. William Richards.

On this particular occasion, the tea was given by the American Poetry group of New York City and was sponsored by its president and founder, Jesse Inwood Knoblock, and Miss Ida Drumond, vice president. Miss Drumond has given the slogan "Music and Poetry in The Home."

The last guest to be called upon was the charming poetess, Marguerite George, who in a soft musical voice gave us her own inspiring lines:

TO ONE PLAYING THE VIOLIN

You gently draw the bow across the strings
And bring forth melodies that fill my room,
They banish all the heartache and the gloom—
Gray walls dissolve while an old-time love sings
Through each fantastic note and soars on wings
As light as butterflies . . . O, gifted One
Enchanted dreams by dulcet tones are spun!
What precious gift is yours to play those things
That draw my very soul from out its shell?
I gaily dance to your wild polonaise
Just as I did in those sweet girl-hood days
And in that dreamy waltz I hear him tell
A wondrous story whispered soft and low . . .
Now let me hear again that quaint rondo.

While lunching at the Chemists' Club the other day with Wade Moss, a young inventive genius of the South. The musical background of Tuskegee Institute with its negro spiritual and jubilee songs and the marvelous mind of Dr. George Washington Carver, who at one time was a professional organist—have inspired and been a vital factor in the development and progress of this young wizard, proving beyond a doubt that music and science are so blended in the cosmic that beautiful ideas are miraculously brought into form, one helping the other. Recently we listened to the one hundred Jubilee Singers in the RKO Theatre at Radio City, and at once realized the power of the infinite.

On Tuesday, February 14th at my weekly salon, we were surprised by a unique impromptu program through the generosity of Dorothy Fox, impresario, who sent her western "find", Bob Limbert, entertainer, to give a demonstration of his bird and animal calls, the most famous of which is that of the hobo wolf. And as the last note of that lonesome wail trailed off, the thought came to me of how all art is inspired from the elements of nature; as the trees of the forest join branches and form the arch of Gothic architecture, so the hobo wolf in his lone weird calls, brings forth the thought of religious chant.

Georgina Strunz gave us her beautiful dance interpretation of Beethoven's Sonata Opus 31— played by Ashley Petty. All in all a lovely evening of expression and relaxation.

Last, but not least, the little darling of the theatre, Mary McQuade, now playing in "Music in the Air" and formerly of "Showboat," gave in her inimitable way, "I've told every little star."

A memorial to the late Victor Herbert was given recently in the beautiful home of Lucy Cotton Thomas, who is the founder of this worthy undertaking. Her sumptuous home at Pierre's was a fitting background for this occasion.

April 7, 1933

King Visits Tuskegee

Major Gen. Edward L. King, commander of the Fourth Corps Area, will visit Tuskegee Institute Saturday during the institution's celebration of Founder's Day. A number of other distingished guests are expected to attend the ceremonies. General King will retur nhere Saturday evening.

TUSKEGEE INSTITUTE HONORS ITS FOUNDER

3-19-33

Booker T. Washington Lauded At Celebration Of 53rd Anniversary

Montgomery Ala

TUSKEGEE INSTITUTE, ALA., April 9.—(Special)—Some 200 physicians from throughout the nation are expected to attend the annual clinic that opens here Monday, the last day of the three-day celebration of the 53rd anniversary of the Institute's founding. The feature of the celebration today was the annual tribute to Booker T. Washington, who was eulogized in glowing terms in an addres by Dr. Arthur Howe, president of Hampton Institute. His speech in the chapel was heard by several of the 50 doctors who have already gathered here for the clinics that will last the rest of the week.

"Can you name any man," asked Dr. Howe, "who during his life, influenced for good so many human beings? The most striking things about Booker T. Washington is the way he has grown with the years. When that statue yonder was moulded, most people thought of Dr. Washington as having lifted the veil from the eyes of the ignorant youth of his particular race. Now we know that he not only did that but that he gave new vision to all mankind."

"The outstanding element in his character is the way he transcends time, rises above race and nationality and expresses the best in all humanity as a world leader in thought and action. He was the leading advocate of his generation for the useful application of education because education must be for life as a whole. He himself said that to obtain the highest and most telling results, the grand trinity composed of the physical, and spiritual man must receive due consideration and so he stressed the education of head, heart and hand.

The need of spiritual values in solving problems was stressed in the morning chapel exercises in a sermon by Dr. Everard Daniel, rector of St. Mathew's Episcopal Church, of Detroit. The changes in the Nation's life demand a new social order, Dr. Daniels declared, adding that this challenge must be met by America in a spiritual, not a materialistic, manner.

After Dr. Howe's address, delivered at 2:30 in the afternoon, the throng gathered at Dr. Washington's tomb just outside the church, where Ida Abrocrombie, negro teacher of Montgomery, placed a wreath on the grave of the educator in behalf of Montgomery alumni of Tuskegee.

Dr. G. Lake Imes spoke at the evening chapel services on the significance of the figures depicted in the new art-glass windows of the chapel, the first art windows ever made illustrating scenes from negro spirituals. Dr. Imes pointed out the significance of the spirituals and through them traced the negro's religion and the spiritual development of man from childhood.

Prominent trustees attending the exercises are Dr. W. J. Schieffelin, of New York, Dr. W. G. Crump, New York, A. B. Siegel, New York, Mrs. W. G. Willcox, of New York, Mrs. Charles E. Mason, New York, Mr. and Mrs. W. N. Scott, New York, while other distinguished visitors were G. H. Burchum, New York; Dr. Samuel Lubash, New York; Mr. and Mrs. C. C. Huitt, New York; Mrs. Blanch Stone, New York, Dr. and Mrs. Sale Harris, Birmingham; Dr. Walter Breusch, of Indianapolis, former Gov. and Mrs. Thomas E. Kilby, of Anniston; Dr. L. N. Duncan and P. O. Davis, of Auburn.

The three-day observance of the anniversary will end today (Monday) with the dedication of the new library and new science hall, at 4 p.m. This will follow a visit to the Montgomery County Training School, by trustees and visitors, arranged by Institue officials.

STUDENTS STUDY TUSKEGEE WORK

Advertiser

Efficiency Methods Investigated By Nashville Graduate Group

4-18-33

TUSKEGEE INSTITUTE, ALA., April 17.—(Special).—A party of 10 graduate students and three faculty members of the Y. M. C. A. graduate school at Nashville left Tuskegee Monday after spending three days in studying the work of the institute. The party was in charge of Dr. W. D. Weatherford, president of the graduate school, who for 25 years has been active in promoting interracial good will. The two other faculty members were C. B. Price and wife.

Students in the party were E. H. Roth, D. F. Folger, Ed Torrence, Ozza Mae Biddle, Elizabeth Harlee, J. J. Ray, Douglas Banks, Vennis Noah, John Faulds, and W. H. Adkins.

"We came down to learn how to spread goodwill and Tuskegee does it," declared Dr. Weatherford in an address during chapel exercises last night. Dr. Weatherford was loud in his praise of Tuskegee's efficiency as a school. He paid high tribute to the famous Tuskegee choir for its wonderful singing of the Easter cantata from "Olivet to Calvary." Dr. Weatherford bespoke better interracial understanding and predicted that closer cooperation and understanding between the races was dawning.

The choir was very inspiring and impressive in singing passages depicting the last few days of Christ on earth, his crucifiction and resurrection. The congegation, in which was a large throng of white visitors, sat enthralled as the cantata, accompanied by dramatic music o the orchestra under the direction of William L. Dawson, depicted the Messiah's death and rising. Soprano solos by Abbie Mitchell and tenor solos by Frank Harrison added much to the enjoyment of the Easter program. Dr. R. R. Moton delivered a very brief but profound Easter message during the services. Three visitors from Montgomery attending the services were T. C. McGehee, educator; E. H. McGehee, and Frank Grove.

Columbus Ledger
April 10, 1933

Tuskegee Closing Anniversary Event

Tuskegee Institute, Ala., April 10—Some two hundred physicians from throughout the country are expected to attend the annual clinic that opens its sessions here Monday, the last day of the three-day celebration of the 53rd anniversary of the institute's founding. The feature of the celberation Sunday was the annual tribute to Booker T. Washington, who was eulogized in glowing terms in an address by Dr. Arthur Howe, president of Hampton Institute. His speech in the chapel was heard by several of the 50 doctors who have already gathered here for the clinics that will last the rest of the week.

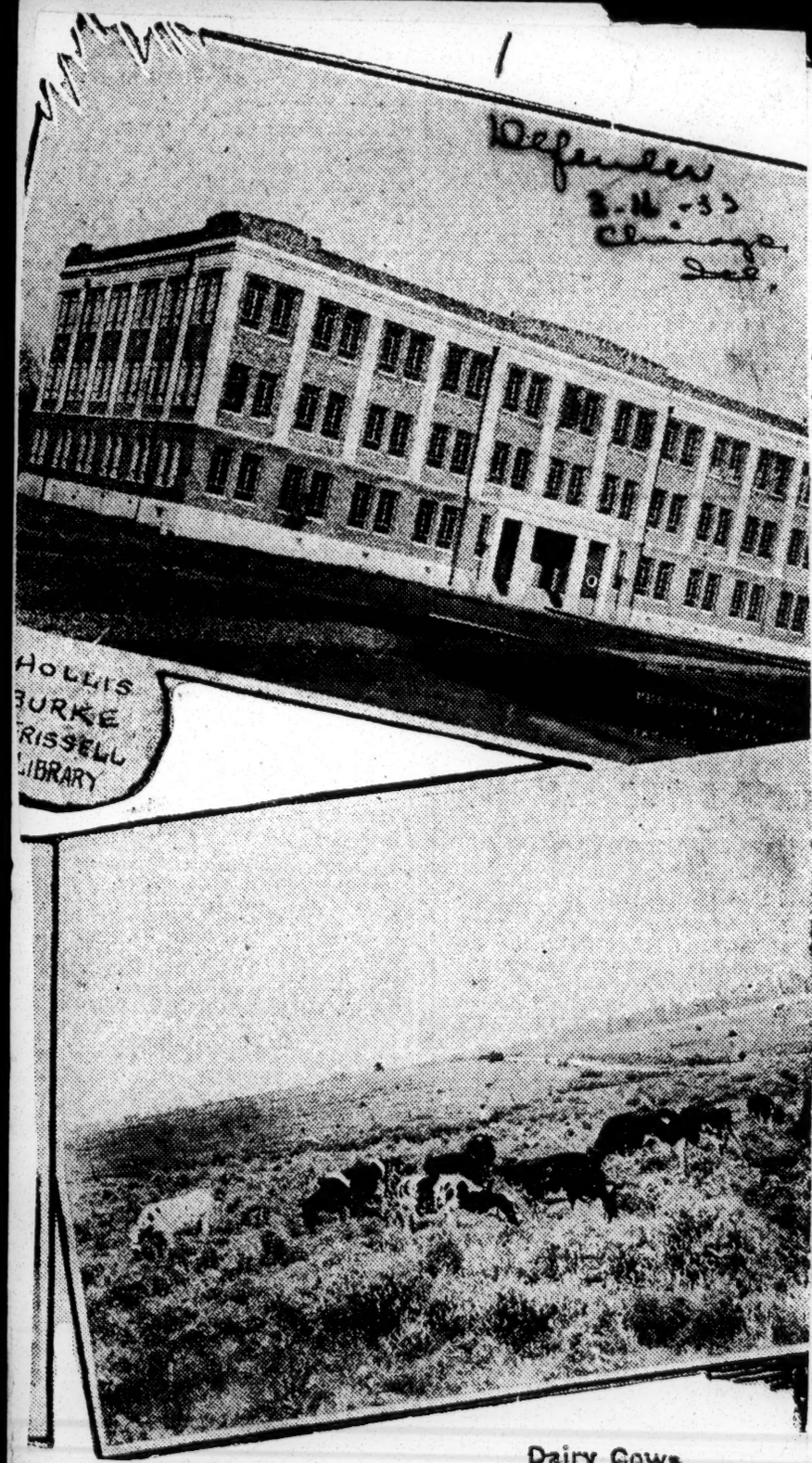
The three day observance of the anniversary will end Monday with the dedication of the new library and new science hall ,at 4 p. m. This will follow a visit to the Montgomery county training school, by trustees and visitors arranged by institute officials.

ROXY OFFER MADE TO TUSKEGEE CHOIR

Columbus Ledger

TUSKEGEE INSTITUTE, Ala. Sept. 18.—The Tuskegee Institute choir again has been offered a month's contract to sing for Roxy in his vast Radio City music hall in New York, where the choir won national attention last January. The choir probably will accept the offer and appear in America's biggest playhouse early in 1934, according to Principal R. R. Moton, head of the institute, and Dr. D. Lake Imes, manager of the choir.

The choir sang on the premiere bill of the music hall's opening, appearing there for a month. The choir stopped the show in its gripping rendition of the beloved negro spirituals, in the choir's appearance on opening night before the most fashionable and famous theater audience ever assembled in America. The 50 boys and 50 girls from Booker T. Washington's famous institution literally "stole the show."



Dairy Cows

GA. JOURNAL
23, 1933

Tuskegee and Morehouse To Debate Debt Issue

The intercollegiate debaters of Tuskegee Institute will debate the Morehouse College team of Atlanta in Logan Hall at Tuskegee, Friday evening, April 28, on the subject: Resolved, That the United States Should Agree to the Cancellation of Inter-Allied War Debts. Tuskegee will defend the affirmative and Morehouse will support the negative of this proposition.

Tuskegee Institute Praised For Its Service To The Negro Race

Advertiser 2-22-33

TUSKEGEE INSTITUTE, ALA., May 21.—(Special)—In the baccalaureate sermon delivered here today, Dr. M. Ashby Jones, Atlanta religious leader, declared that Tuskegee Institute, located in the deep South, had conquered the skepticism of a nation against racial prejudice and historic hatred.

The retired pastor of the Ponce de Leon Baptist Church, of Atlanta, said that the Institute had gained recognition through the efforts of such men as Booker Washington and Robert Moton and the "other splendid disciples who followed their leadership."

Dr. Jones advised the graduates not to "white wash" the dark experiences of life, but to face life fairly and to recognize that there was evil in the world. He warned them that to return evil for evil allowed the enemy to dictate the weapon, and to lower the emotions to his level.

"In many situations wou will meet crude prejudice and unfairness just because you are a negro. What will it do to you? The natural impulse is to strike back with all the consciousness of injustice. And there is a growing demand from those who are impatient with the slow moving forces for social justice for immediate and direct action of force. But before you choose that way pause here and the vantage ground of this academic watch tower and look back upon the road which we have come."

"Neither infuriated mobs nor disciplined armies could have builded Tuskegee Institute and neither police nor fortresses can preserve it. It was builded out of the faith that a sword can be forged into a plow, that injustice can be turned into justice and that good can overcome evil."

Dr. Jones challenged the accepted justification of the War Between the States. He declared that it was not only unnecessary but that it retarded the real freedom of the negro race. In conclusion he reminded the graduates that they were to go forth to represent the race.

"If you are true to the teachings and traditions of this place," he said, "you are to represent the best in that race. You are to represent the creed of Tuskegee. I said you will meet prejudice. Yes. But that is not all. You will meet many in this Southland who have already been won to confidence in the possibilities of the negro race and to special confidence in the Tuskegee type of negro.

More than 300 white and negro friends from Tuskegee, Montgomery, Wetumpka and Atlanta, many graduates of the class of 1923 and other visiting Alumni attended the baccalaureate exercises to hear Dr. Jones. The scripture lesson was read by the Rev. Harry B. Richardson of the Institute Faculty. Prayer was offered by Dr. G. Lake Imes, secretary Tuskegee Institute. In most fitting words he also presented Dr. Jones.

Husic was furnished by the organist, Mr. Van Whitted and by the choir and orchestra under the direction of William L. Dawson and Andrew F. Rosemand, respectively.

Commencement activities will continue throughout the week, closing with the graduation exercises and conferring of degrees, on Thursday. At two p.m., of that day the commencement address will be delivered by Dr. John oHpe, president of Atlanta University.

Sunday night at the last vesper service of the year Dr. Morton addressed the student body. He gave them excellent advice for their conduct during the Summer, thanked them for their contribution to a most successful school year through very trying circumstances and expressed his earnest hope that all would be able to return to Tuskegee in the Fall.

Among the white visitors attending the baccalaureate exercises Sunday were, Walter C. Cowart, C. H. Smith, Wetumpka, James Saxon Childers, Birmingham. Mr. R. B. Eleazer, Atlanta, J. B. Patterson, Montgomery, and Senator R. P. Powell.

Tuskegee Again Hit by Mystery Fire

Bystander 10-13-33

Tuskegee Institute.—(ANP) — Fire of unknown origin, the second to visit the Tuskegee campus in one day, completely destroyed Douglass hall, one of the important girls' dormitories, early Saturday evening, October 7.

No one was injured, the building having been unoccupied at the time with the exception of one teacher and two students on duty. The fire occurred about 6 p. m., the hour of vesper services when Tuskegeeans were assembled in the institute chapel.

Douglass hall, named in honor of Frederick Douglass, was erected in 1903 and was the most pretentious building on the campus at the time it was built. The loss was estimated by Principal R. R. Moton at $60,000. The building, completely covered by insurance, will be rebuilt immediately and will be made absolutely fire proof.

SOUTHERN COACHES AND OFFICIALS TO MEET IN ATLANTA

Globe & Independent

Tuskegee Instiute, Ala., Sept.—B. T. Harvey announced from his office at Morehouse College, Atlanta, today, that the rules discussion meeting of the Southern Coaches and Officials Association, which will be held at the Butler Street Y. M. C. A., Atlanta, Saturday, September 9, will begin at 10:00 o'clock.

The program, released by Cleve L. Abbott, Tuskegee Institute, secretary, treasury, follows:

10:00 A. M.—Business Session.

11:00 A. M. Informal Discussion—Rules Interpretation.

12:30 P. M.—Lunch.

1:30 P. M.—Rules Interpretation and Demonstrations.

3:00 P. M.—Assignment of Officials.

4:30 P. M.—Basketball Rules Interpretation and Arrangement of Basketball Schedule.

5:30 P. M.—Election of Officers.

7:00 P. M.—Dinner for Coaches and Officials at Sutton Cafe and James Hotel.

8:30 P. M.—Theatre Party for Coaches and Officials.

Education - 1933

Tuskegee Institute, Comments on.

TUSKEGEE INSTITUTE TO ASK U. S. LOAN

Wants $530,000 For Adding New Buildings To Campus

Advertiser

Officials of Tuskegee Normal and Industrial Institute yesterday submitted to the Alabama Advisory Board its list of projects for which it will make application to the Federal Emergency Administration of Public Works for a loan of $530,000.

11-17-33

The largest of the group of projects submitted calls for construction of men's dormitories to house about 292 men. Under plans that have been drafted they would be fireproof and would replace Cassedy Hall, the band cottage, O. D. Hall, Thrasher Hall and the boy's bath house. These buildings would cost $290,000.

Montgomery

Other projects listed are, Douglas Hall, semi-fireproof, to house 96 women and would replace Hamilton Cottage and girl's bath house, estimated cost in addition to amount received for fire loss is $50,000; entrance to grounds at dormitories, $15,000; steam, water, sewer and light conduits for buildings, $7,000; wrecking seven buildings, $5,000; converting Carnegie Library building to music school, including rearrangement of interior and sound-proofing, special system of heating and ventilation, $50,000; home economics education practice house, $12,000; nursery school, $10,000; installation of sprinkler system in 16 existing buildings, $49,000; brick veneer Parker Cottage, (president's residence), $6,000; brick veneer Phelp's Hall, $6,000, and permanent roads and walks, $30,000.

The formal application will be filed later. One of the questions raised by the Board in discussing the proposal was whether Tuskegee Institute was a public institution. Representatives of the Institute cited an opinion by the Supreme Court, holding that the Institute was a public institution, and the question was regarded as having been settled.

Representatives of Barbour County and Eufaula also discussed with the Board several projects. Charles McDowell, county attorney, appeared with George Wallace, president of the county court of commissioners and announced the county would request a loan of $294,000 for the hard-surfacing of roads. They proposed to pledge receipts from the State gasoline tax to repay the loan. They explained, however, that whatever amount is granted by the Government in its new civil works program, would be deducted from the $294,000, and the request for a loan scaled downward to that extent.

They also discussed a proposal for a loan of $40,000 for a new county jail at Clayton with the hope that the jail could be leased from the Government and the loan repaid in this manner. Whether or not they will apply for this loan has not been decided.

Col. W. H. Graves appeared in behalf of the city of Eufaula. He desired information regarding a loan of $20,000 being considered for the repair of city schools and the installation of a heating plant in one of the buildings. The city would repay such a loan with receipts of the city gascline tax, he said. Col. Graves also discussed a waterworks extention program.

J. L. Appleton, county superintendent of education, and R. L. Holcombe and M. P. Jeter, members of the County Board of Education, appeared in behalf of Shelby County's proposal for a loan of $170,000 to build 12 new school buildings and repair two buildings. They proposed to pledge receipts of the State three-mill school tax to repay the loan.

Frederick I. Thompson and Mayer W. Aldridge, members of the Board, raised the question of whether the school term in the county would be shortened if this revenue was pledged to repay the loan. One of the Board members admitted the term would be shortened but declared he had rather send children to a consolidated school for eight months than to send them to a one-room school for nine months.

Dr. George J. Davis, chief engineer of the Board, announced that five projects had been placed in the hands of the members of the Board for their action, after which they will be sent to Washington. These are the Courtland Waterworks, Gadsden Community Center, Birmingham-Southern College Library addition, Jefferson County's $200,000 school and the Gordo Waterworks projects. They probably will be sent to Washington in a few days.

Engineering examination also has been completed on the Fayette County schools, and Talladega County school projects, Dr. Davis announced.

The Tuscumbia and Sheffield municipal electric distribution system projects and the Talladega auditorium projects were sent to Washington earlier in the week.

Negro Education

THE JOURNAL OF EDUCATIONAL SOCIOLOGY, November, 1933. Published by The Journal of Educational Sociology, Inc., New York.

Christian Science Monitor

The Journal selects, perhaps characteristically, Tuskegee Normal and Industrial Institute in Alabama as the subject of its special number on Negro education. An editorial explains that this has been done not because other Negro schools have failed to contribute to the transformation of social conditions in the South, but because "Tuskegee represents this movement more adequately than any."

11-29-33

The history, scope and aim, the methods, the full program of Tuskegee Institute are here set forth in a series of articles by various members of the faculty. Tuskegee is more than a school in which students are instructed in regularly organized classes. Its primary objects, Dr. Robert R. Moton, principal, states is "to promote the economic interests of Negroes with the social implications that naturally follow." And the means for accomplishing this aim extend far beyond the classroom and trade shop.

Baltimore, Md.

The college courses which have been added to the institute in recent years indicate no departure from Booker T. Washington's philosophy of "learning by doing," W. T. B. Williams, dean of the college, explains. It is the extension of this philosophy to more advanced plane to meet the cultural and economic advance of the race.

Alphone Henningburg, director of the academic department, points out that Tuskegee has influenced education for both Negroes and whites in the South. William A. Clark, head of the department of education, demonstrates that Negro education has paid both economically and culturally.

A detailed account of Tuskegee's vocational program for men is given in an article by the late Russell C. Atkins, director of the agricultural department. The program for training women is outlined by Mrs. Jennie B. Moton, director of women's industries. T. M. Campbell, field agent, United States Department of Agriculture, tells the story of the extension work among Negro farmers in the South. The agencies through which Tuskegee Institute extends its influence throughout all phases of Negro life is told by Monroe N. Work, director of records and research.

A reading of this issue of the Journal will be of value to anyone interested in learning how Tuskegee Institute functions half a century after its founding.—H. L. M.

Macon, Ga. News
November 27, 1933

TUSKEGEE HOLDS CEREMONIES DEDICATING CHAPEL WINDOWS

Stained Glass Panels Represent Advance of the Negro Race in U. S.

TUSKEGEE, Ala., Nov. 27. (UP) Dedication of new stained glass windows for the Tuskegee Institute chapel, the designs of which in general represent the advance of the Negro race and its aspirations toward a better world, was made in impressive ceremonies Sunday.

The Tuskegee Institute choir of 100 voices, augmented by "The Green Pastures" company, sang a group of Negro spirituals which are depicted in the windows. Dr. Robert R. Moton, president of the institute, presided and explained the significance of the window designs.

The central window, one in a group of three, presents the main theme with the figure of the Christ child being adored by three wise men, an oriental, a Negro, and a Aryan. The designs revolve around the Christ being the fountain head of all Christian religion.

The right window represents the elderly Negro at the end of a hard life. It is in contrast with the left window which represents the Negro youth. At the bottom of the right window, a panel represents the Negro in slavery, as typified in "Go Down Moses, Tell Ole Pharoah to Let My People Go."

Immediately above, as part of the main theme of the right window, is the figures of elderly Negroes reaching upward toward the promised land. In the upper part of the window is Elijah's chariot, as typified in the spiritual, "Swing Low, Sweet Chariot."

In between, a panel represents "Deep River, My Home Is Over Jordan," which is necessary to cross in order to come into the kingdom of heaven. At the top is the spiritual, "My Lord, What a Mornin' When the Stars Begin to Fall."

Hundreds of Negroes, many coming from plantations miles away witnessed the ceremonies. Among the visitors was Richard B. Harrison, who portrays the role of "De Lawd" in "The Green Pastures," well known play depicting Negro worship.

Columbus, Ga. Enquirer-Sun
November 27, 1933

Windows Dedicated At Tuskegee Sunday

Tuskegee, Ala., Nov. 26. —(AP)— As the swelling throats of "Swing Low Sweet Chariot" rose from 130 negro throats, Tuskegee institute today dedicated the first stained glass windows ever designed with negro spirituals as the motif.

The three windows, placed in the chancel of Tuskegee chapel, depict the Biblical characters of "Green Pastures" as interpreted by Marc Connelly in his Pulitzer prize play based on a story of the true southern negro, "Ole Man Adam, and His Chillun," by Roark Bradford, writer of negro life.

From the colorful windows shine out the themes of the eleven most familiar spirituals — "Swing Low, Sweet Chariot", "Roll, Jordan, Roll", "Go Down, Moses", "Shout All Over God's Heaven", "Climbing Jacob's Ladder", "Joshua Fit 'De Battle of Jerico", "Sing All De Way", "Deep River", "My Lord, What a Mournin'," "Steel A-way", and "Rise Up Shepherds and Follow".

Two national negro figures shared honors in the dedication ceremonies —Dr. R. R. Moton, president of Tuskegee, and Richard Harrison, "De Lawd" of "Green Pastures", who gave his 1,364th successive performance here last night before an audience that needed no program to know that here was the southern negro's interpretation of the characters in the Bible.

The central theme of the three windows depicts the worship of the Magi, representing the three main branches of the human family—white, black, and yellow — while the surrounding figures carry out the stories told in the eleven spirituals.

Harrison praised Tuskegee institute for establishing "these historical documents depicting the aspirations of the negro race," and declared that it was fitting to find them here in the greatest center of negro learning in the world."

Atlanta, Ga. Journal
December 29, 1930

STORY OF NEGROES TOLD BY WINDOWS OF STAINED GLASS

Humble Transformed to Radiant Figures in Tuskegee Church

TUSKEGEE, Ala., Dec. 29.—(U.P.)—The figures of humble negroes, radiand with the joy of spiritual and political emancipation, have taken their place in stained glass windows with the saints and martyrs of the Christian church. They now adorn the chapel of the Tuskegee Institute here and are the first ever designed with negro spirituals as the motif.

The three windows, just unveiled by Dr. Robert R. Moton, president of the institute, graphically depict the history of the negro race and the basic unity of the human family. From a humble plantation origin in the days of slavery, the "spiritual" has reached its highest art expression.

The central theme, "Rise up shepherds an follow de Star of Bethlehem," portrays the adoration of the Magi representing the three main branches of the human family—negro-Aryan and Oriental—offering gifts to the Christ child. The Aryan and the Christ child are the only two "white" figures used, the rest being negroes. In the eleven surrounding "spirituals" the simple, naive faith of the negro in the goodness and providence of God is carried out, the title of each "spiritual" being incorporated into the decorative scheme.

In the lower panels the negro's life in slavery is colorfully depicted. He is shown carrying heavy burdens under an Egyptian overseer in "Go Down Moses, Way Down in Egypt Land." The old days when the slaves had to steal off to the woods and swamps to hold religious meetings is told by "Steal Away to Jesus, Steal Away Home." Several magnificent spirituals, musically and pictorially, tell the story of his long struggle for freedom and his spiritual aspirations, in "Joshua Fit de Battle of Jericho," "We Are Climbin' Jacob's Ladder" and "Roll Jordan Roll, I Want to Go to Heaven When I Die."

"Deep River," which it is necessary to cross to enter the kingdom of Heaven, has a prominent place in the windows; also the Biblical story of Elijah'sc haroit, which is represented by "Swing Low, Sweet Chariot."

Tuskegee Displays Power Attack To Humble State At Bowl, 14 To 7

Tigers Flash Brilliant Third-Period Offensive To Overcome Early Hornet Lead And Capture Title In Tenth Annual Football Game

Once again the Hornets of State Teachers' College were frustrated in their efforts to turn back the mighty Tuskegee Tigers but more than 7,000 excited fans were treated to a gridiron battle of daring and skill yesterday afternoon at Cramton Bowl in the tenth annual contest between these rivals.

Tuskegee overcame State's 7 to 0 half time lead and crashed over two tallies in the third period to obtain a 14 to 7 conquest that carried with it the undisputed championship of the negro Southern Conference and a claim for the national diadem.

Aroused in the early minutes of the game, the Hornets surged into a quick lead when M. Brown downed a State punt on Tuskegee's one-yard line. Wesley and Parker crashed through and blocked Adams's punt and Wesley recovered behind the Tiger goal for the touchdown. Mills booted the extra point.

This touchdown climaxed an exchange of punts that kept both teams on their toes, but State appeared content to cling to this seven-point margin the remainder of the first half while Tuskegee either shielded its offense or couldn't make it click.

A different Tuskegee eleven took the field to start the third period. It had fire in its eyes, drive in its legs and power in its off-tackle plays. On the heels of O. Johnson and Smith rode the Tigers to an impressive, powerful victory. Their offense so varied that backward-forward passes were completed with finesse while from the same formation the Tiger simply used the wing back as a decoy and still marched on renlentlessly almost flawlessly behind blocking that cut the State defense to ribbons.

State's line, badly fooled and severely weakened when Ulysses Williams 240-pound center, was hurt, could not cope with the surging Tiger forwards, led by the fast-charging of its chunky captain, McKinney and two fine flankmen in R. Johnson and Smith.

Behind the State line, however, stood out three brilliant performers in Mills, Mitchell and Martin. Their tackling wore them out and made their offensive efforts in the last period bog up. They fought it out in great fashion with the mighty running of Waterford, Adams and O. Johnson but their best was not enough to cope with the pile-driving enemy.

Tuskegee took the kickoff to open the third period and gained a total of 80 yards without yielding the pigskin. This attack was all power with the State tackles taking a pounding all the way. Few teams could have stopped such a massacre. L. Johnson was the spearhead in the drive and he climaxed his fine running when a 25-yard dash through a quick opening that left the Hornets bewildered in his wake. Smith booted the point, deadlocked the game and put the largest crowd ever to see the Hornet-Tiger contest on a keen edge which they held until late in the game when it was inevitable that it was not State's year.

State was compelled to make several real defensive stands within its 25-yard line in the second half and only the brilliant work of Williams and the tackling of the secondary held down the Tuskegee trotters, bear cats with the ball, all of them.

The winning touchdown started from Tuskegee's own 49-yard stripe, not more than six plays after the tying touchdown had been made by the elusive Johnson. Marching down the field, the Tigers struck into State's scoring zone and two Tiger subs raced in. On the second play, Smith cut fast across the Hornet goal and took a cool, deliberate pass from Adams. Smith added the point.

Tuskegee continued to threaten, even until the final whistle with fresh players leading the march into the shadow of State's goal. But State never quit and took its defeat like a real sport.

State's captain, Major Brown had his hands full as Tuskegee turned out to be the only team that could cross him up and keep him guessing. Their backward, forward passing number which resulted in numerous gains dared the State ends to alter their positions from regular defensive formations. If the ends went out the play became a smash at tackle and if the ends remained close to the line the execution of the play was simple enough.

Both bands did themselves proud, Tuskegee's 72-piece organization forming a perfect "T" and "Ala." while the crowd applauded its maneuvers, State, smaller in number but equally as spirited also received a great hand from the crowd which seemed to enjoy the spectacle from start to finish.

Tuskegee's offensive netted 18 first downs against five for State, the Tigers dominating the play almost entirely in the second half. Tuskegee also completed eight out of 22 attempted passes while the Hornets completed two aerials out of six heaves. Three of State's passes were intercepted.

Tuskegee	Pos.	Ala. State.
R. Johnson	LE	M. Brown (c)
McKinney (c)	LT	Campbell
Brown	LG	Payne
Green	C	Williams
Henry	RG	J. Robinson
H. Adams	RT	Wesley
Smith	RE	C. Parker
Mobley	QB	Fields
E. Adams	LH	Mills
O. Johnson	LH	Mitchell
Waterford	FB	Martin

Tuskegee	0	0	14	0	—14
State	7	0	0	0	— 7

Scoring touchdowns: Tuskegee, O.

ABBOTT PRIMES TUSKEGEE FOR 'BIGGEST YEAR'

TUSKEGEE INST., Ala., Sept. 28 — On Monday Cleve L. Abbott, Tuskegee's cagey football coach, moved into his third week of practice with nationwide interest focused on his gridiron prospects. This is a natural supposition because of numerous inquiries that have reached the office of the athletic news bureau from all sections of the country, since practice began, September 11, from graduates, sports writers and a host of other followers of the Golden Tiger eleven, asking about the possibilities of the 1933 team. From far off London came a letter from a former player who took "time out" from his medical studies to make a personal request for some "inside" information as to the team's prospects. He was promptly advised by the coach not to expect anything startling.

These denials may set at rest some false reports that have reached the public:

1. That seven skilled South African rugby players are now members of the Tuskegee football team. The coach expressed regret that this is not true because such a group would be of value in handling and perfecting the lateral pass that he is trying to develop.

2. That an 18 year old youth by the name of Tweed from a technical high school in Los Angeles, Cal., one of the best triple-threat players to be developed at that institution, has registered as a freshman at Tuskegee. "No such luck," said Coach Abbott.

3. That an entire high school eleven enrolled at Tuskegee, entered the freshman class, and reported for football practice. "An eleven with high school experience and with the experience that that team is reported to have would come in handily," opined the Tiger chieftain.

Coach Abbott was not able to tell how such reports reached the public but this curiosity must make the Tuskegee football pilot fully aware of the interest that has been aroused in the Institute's gridiron heroes.

The head mentor said there was no way of telling how the team will come out this season as every game will be against an opponent keyed to the highest point and anxious to turn back Tuskegee's Golden Tigers. The coach let it be known that it is not pleasant to contemplate eleven games of this calibre.

Selection of candidates for various positions in the line has not yet been made, but it would appear several seasoned players will be available to fill the forward wall openings, with strong reserve material on the bench.

A plentiful supply of candidates for the backfield is on hand. Every aspirant will be given an opportunity to demonstrate his ability. The coach hopes to find an A-1 kicker and passer, and a pass receiver equally as good. Ikner, upon whom he was depending to be on the receiving end of the passes, has not returned to school.

The coaching staff that will direct the teams has been approved by the supervisors of athletics and is as follows: Cleve L. Abbott (So. Dakota State College), head coach; John H. Brown (Virginia Union University), line coach; H. S. Adams (University of Nebraska), line coach; William O'Shields (University of Minnesota), backfield coach; R. A. Mundy (Hampton Institute), line coach, reserves; Benjamin F. Stevenson (Tuskegee Institute), kickers and passers; Alvin U. Austin, Cincinnati, Ohio, temporarily assigned as trainer.

EDUCATION- 1933
TUSKEGEE INSTITUTE, COMMENTS ON

WASHINGTON, D. C. POST
MAY 11 1933

ECONOMIC PARLEY TO CONVENE TODAY

A three-day conference on the economic status of the Negro in America, under sponsorship of the Julius Rosenwald Fund, of Chicago, has been called in the auditorium of the Department of the Interior. Members and guests will register this morning.

Monroe Work, of Tuskegee, will discuss "Occupational Trends of the Negro, 1890-1930." Similar trends in New York will be discussed by Franklin J. Keller, director, National Occupational Conference. The subject will be discussed by P. K. Whelpton, of the Scripps Foundation for Research in Population Problems, and by Grace Abbott, chief of the Children's Bureau of the Department of Labor.

Dr. Mordecai W. Johnson, president of Howard University, will preside at the 2 p. m. session, which will discuss the relation of the Negro to unemployment.

Alfred K. Stern, of the Rosenwald Foundation, will preside tonight.

Sessions will continue through Saturday noon.

BIRMINGHAM ALA. POST
MAY 11, 1933 M15

FARMERS HOLD PARLEY

TUSKEGEE, May 11.—(Special). After considering a partial survey looking toward better relationship between landlord and tenant farmer, a group of white and negro agricultural leaders of the state, in conference at Tuskegee institute, recommended that further study be made. Dr. L. N. Duncan, director of extension service at Auburn, presided at the conference.

TUSKEGEE ALA. NEWS
MAY 4, 1933 M11

Cornell Professor Addresses Student Body At Tuskegee Institute

Tuskegee Institute, Alabama — Prof. and Mrs. R. M. Stewart of Cornell University spent several days at Tuskegee Institute studying the shop work, farm and other activities of the school. With Professors E. A. Grant and A. Floyd of the Agricultural department they took trips to Montgomery and Macon County training schools where Tuskegee graduates in Agriculture are working.

Prof. Stewart was the speaker at Vesper service on the Institute Chapel Sunday night.

Prof. Stewart who is head of the division of rural socialogy at Cornell was especially interested in the work of the Cornell graduates on the Tuskegee faculty. They are: D. A. Williston, landscape archtiect, Arthur Floyd, Agricultural education, E. A. Grant, Agricultural education, Mrs. L. M. Atkins, physical education, Victor C. Turner, State Club Agent, Dr. F. D. Patterson, Veterinary science and practice. J. R. Otis, agricultural economics. Miss Luella C. Hanna, State Home Demonstration agent did a year of special study at Cornell 1930-31 and Mrs. Smily H. Williams, English in the summer of 1932.

Lincoln Nebr. Evening State Journal
MAY 9, 1933 M11

ANSWERS TO QUESTIONS.

Your obligation is only 3 cents in coin or stamps enclosed with your inquiry for direct reply. Do not use postcards. Address the Lincoln Journal Information Bureau, Frederic J. Haskin, director, Washington, D. C.

Q. In estimating the number of unemployed in this country, how many people are believed to have been dependent upon them?

A. It is estimated that the number of unemployed persons today varies from 10 to 12 million. Probably an average of five persons was dependent upon each of these unemployed.

Q. Can a brother secure the entrance of his sister to this country outside the quota?

A. A brother is not entitled to request the entry of his sister outside of the legal immigration quota.

Q. What is the horsepower of the largest locomotive?

A. The largest locomotive in operation generates 6,000 horsepower.

Q. What is the origin of the motto, E Pluribus Unum?

A. It is line 103 of Moretum, a Latin poem attributed to Vergil.

Q. Of what disease did Shakespeare die?

A. It is referred to as a malignant fever. He died at the age of 52.

Q. How much money did the late George Eastman leave to Tuskegee Institute?

A. The school benefited to the extent of over 2 million dollars.

Q. Of what materials is the soil formed?

A. Soil is the superficial unconsolidated portion of the earth's crust, composed of broken and disintegrated rock mixed with varying proportions of decaying organic matter. The fertility of the soil is partly determined by the character of the parent rock.

Q. Why was the doubloon so called?

A. It was a gold coin and was given this name because it originally had double the value of the pistole. It was coined in Spain and Spanish America, and prior to 1848 was worth about $15.

Q. How old was Capt. John Smith when he came to this country?

A. At the age of 25, he joined the expedition of a London company to colonize Virginia.

Q. Who said, "How many things there are that I do not need?"

A. It is attributed to Socrates. He wore but one garment summer and winter, and walked barefoot in the snow.

Q. How many liberty-head nickels were coined in 1913?

A. The coining of the liberty-head nickels in 1913 was not authorized. Some were made, but there is no exact record of how many, since they were counted with the others coined in that year.

OGDEN, UTAH, EXAMINER
MAY 8, 1933

Negro Baritone To Appear Here Tonight

RICHARD D. MANN

Richard D. Mann, noted Chicago negro baritone and an authority on spirituals and negro music, will appear at eight o'clock tonight in a song recital in the First M. E. church, Twenty-sixth street near Jefferson avenue. His appearance is under auspices of the Embry chapel choir and Federated Unity club and will include not only songs but talks on negro compositions and poems. Benjamin Franklin Gardner will give some original poems.

Mr. Mann, a cousin and student of Roland Hayes, has traveled extensively. During 1925 he began his travels in Europe with Mr. Hayes and remained in Paris nine months and studied music and French and German languages. He is a graduate of the Tuskegee institute, Alabama, where he specialized in music. He continued his music for three years in the Chicago Musical college.

Mrs. Cecile Allen will be accompanist.

The public is invited to attend.

Education-1933

Tuskegee Institute, Comments on.

COLUMBUS O. DISPATCH
APRIL 30, 1933

Tuskegee Group Sponsors Program

By Howard Gillard

The Columbus Tuskegee club is sponsoring a Booker T. Washington memorial progam, Sunday at 3 p. m. at Union Grove Baptist church.

The program is as follows:

Tuskegee Song, Columbus Tuskegee club.

Devotions, Rev. M. A. Trier, pastor.

National Negro Anthem, congregation.

Remarks by president, Mrs. J. R. Carter.

Short talk: "Activities of a Tuskegee Student," S. D. Hooker, Jr.

Vocal solo, Mr. Charles Isom.

"A House by the Side of the Road," Mrs. Florence Watson, Dayton.

Vocal solo, Mrs. Paul Alexander.

Principal address: Rev. E. W. Moore, pastor of Second Baptist church.

Steal Away, Union Grove choir.

Offertory, Mrs. Mattie Hickman.

Tans. Luther Jones.

SCHENECTADY N. Y. U-STAR
APRIL 19, 1933

Former Sen. Brown To Address Negroes

Three special services will be held Sunday at First Community Baptist Church in honor of the late Booker T. Washington, founder of Tuskegee Institute, Alabama. At 11 a. m. the pastor, Rev. Morgan M. Days, will build his sermon from the life of Mr. Washington. At 3 p. m. a literary program will be presented by negro talent. Former Senator Thomas C. Brown, also will be a speaker. Mr. Brown has visited Tuskegee and will present first hand information regarding the school and its activities. Another speaker will be the wife of Rev. J. B. Lightfoot, pastor of the A. M. E. Zion Church of Amsterdam. Mrs. Lightfoot's subject will be: "Lest We Forget."

Negro pastors in Schenectady will also share on the program. Dr. Joseph A. Hulloh of this city will preside. At 7:30 p. m. there will be special music by the senior choir. The speaker will be Alonzo Spencer, M. D., of Albany, and Mrs. John Dooley, also of Albany, a former teacher at Tuskegee. Mrs. George Bowks of Albany will read a paper entitled "Booker T. Washington, the Educator."

DAY BY DAY

By WILLIAM N. JONES

BACK TOWARDS BOOKER T.
NOT EDUCATIONAL CONTROVERSY
SEPARATE AS THE FINGERS
NEW LEADERSHIP

The Afro-American

THE HIGHLY ESTEEMED Journal and Guide precipitated an interesting discussion when it read into the recent W. E. B. DuBois Fisk University commencement address the interpretation that DuBois had come to agree with the late Booker T. Washington's educational policies. 7-22-33

It is perfectly natural that this dignified and conservative journal should see in what DuBois said a turn towards the Tuskegee formula as made by Booker T., and it is more than natural that its able columnist, Gordon Hancock, should leap to such a conclusion. What is interesting about it all, it seems to me, is how far they missed the point.

When Dr. Booker T. Washington made his two famous observations which clinched his influence with money-giving white America, it had little direct reference to "industrial education." The fact is, his advocacy of industrial education was the least controversial of all the doctrines of the Tuskegee leader. In saying "Cast down your buckets where you are," and that "In all things that are purely social we can be separate as the fingers, yet one as the hand in all things essential to mutual progress," he was not advocating "industrial education," BUT HE WAS OFFERING TO FIX THE STATUS OF THE RACE IN AMERICAN LIFE.

Baltimore, Md.

And this status, as interpreted by White America, was not to be the status of where the race would start, but where it would end.

If Dr. DuBois has come to agreement with Booker T. Washington on an acceptance of the South's idea of what the citizenship status of the group should be, then it should make interesting discussion. Certainly his Fisk speech did not show this.

* * * *

FEW CLEAR-THINKING LEADERS would question the assertion that we need industrial education. We need more of it than we have ever had. We need to do all the things which Booker T. Washington said about industry. We need to acquire homes, business enterprises, to become efficient artisans, and to start just where we find ourselves in the social and industrial fabric.

BUT THE POINT IS, we should not try to make anyone believe we are willing to make any kind of education serve to limit our racial status.

If there are any leaders who failed to see clearly what the South interpreted in the Booker T. Washington leadership, there is something wrong with their mental processes. Certainly anyone who has been to Alabama, the state which boasts of its Tuskegee, who has seen what ideas it has given or perhaps fails to give the whites there, ought to have no further misunderstanding on the subject.

Certainly if the test of the pudding is in the eating, we must examine critically any man or woman who finds this morsel appetizing. No group has worked harder on Southern farms; none has slaved harder in factories, private homes, in mines, and in industry generally than ours has. We have been humble, and we have tried to sing and laugh ourselves into citizenship status; we have appealed to hearts and souls of the nation; we have gone first to the Republican party and then to the Democratic party, and we have laid our woes at the cross of their religion.

NEVERTHELESS, TO-DAY THE TUSKEGEE TECHNICAL GRADUATES, THE BOOKKEEPERS, THE STENOGRAPHERS, THE EXECUTIVES AND FOREMEN IT TRAINS ARE BARRED FROM WORKING EVEN IN THE PLANTS OF THE MEN WHO SUPPLY THE PHILANTHROPY TO TRAIN THEM.

* * * *

THERE IS CERTAINLY some point, however, to the DuBois statement that education must prepare the bulk of our youth for the opportunities now open to us, whether in the industrial or in other fields. But it must do more. It must prepare leaders who will guide us out of our present racial status.

There is a mistaken idea that because some men and women express uncompromising dissatisfaction with the present status of the group, they are not in line with those who say that we should make the best of the present situation. We must work with our white friends who say "Cast down your buckets where you are," but we must also make youth strive for better seas or wells in which to cast them.

The danger does not come from any possibility that we shall not take advantage of what meagre crumbs of citizenship and economic opportunity drop from the American table, but that we shall not seek determinedly enough to get everything the table affords.

Particularly at this vital time should we challenge any disposition of those who advocate a temporizing or laissez faire attitude on the race relations question. Every change and readjustment in the course of progress in this world today is in radical tempo. We are literally passing through a human earthquake. Whether we wish it or not, we are going to occupy a new place when the various layers of human strata shift to stability again.

At this time our changes, too, must be in radical tempo, if we are to keep up even with the relative position we now occupy. As Director Ickes told the AFRO-AMERICAN, last week, the captains at the helm of this government have no time nor disposition to give us consideration as a race. We must enter the cyclonic struggle and find ourselves a place.

* * * *

ONE THING SHOULD be apparent to the editor of the Journal and Guide and its columnist, and that is that some forty or more years under Booker T. Washington's formula, expressed when he said, "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress," have not justified his conclusion.

It was upon this significant formula that white America constructed the rigid racial lines which they said would govern the marriage altar alone, but which, in fact, have extended to every economic, welfare, religious, and cultural sector of American life.

It is upon this formula that the Federal, state, and municipal governments tax us, but deny us jobs above the status of janitorships and street sweepers, as a rule. It is under this formula that the Rosenwalds, the Rockefellers, the Carnegies, though big-heartedly generous in giving their millions to prepare us as clerks, executives and artisans, deny us these high places in their own plants.

And it is still upon this formula, or the reaction to it, that great industrial codes are being set up in the Roosevelt "New Deal" which fail to remedy the evils of racial discrimination, while at the same time they remedy the evils of child labor and the general disproportionate distribution of the products of human toil.

And the most vital of these questions is how we can develop a new leadership that will pay due respect to the great genius of Washington, but that will have courage enough to set a new objective, the basis of which will be to recognize the profound truth that the only racial status which will give us parity and equality of opportunity will be one which means, in every sense of the term and without equivocation, economic, political, and social equality of races on every inch of American soil.

MOTON GUEST OF HENRY FORD IN DETROIT

Afro-American

Tuskegee Head Finds 3,000 Employed in All Lines in Plant

7-1-33

Baltimore Md

DETROIT, Mich. — (ANP) — Dr. R. R. Moton, of Tuskegee, interrupted his vacation at his summer home at Capahosie on the York River in Virginia to make a special trip to Detroit on the invitation of Henry Ford, wizard of industry and finance.

Principal Moton spent Monday and Tuesday of last week with Mr. Ford and his staff, for the greater part of the time driving about the great plant at Dearborn with Henry Ford himself at the wheel of one of the latest V-8 models.

Best Ford Driver

Dr. Moton says Mr. Ford is the best driver of a Ford he has ever seen, to which Mr. Ford's own chauffeur replied, "Well he ought to be; he's been driving one longer than anybody else in the world."

Besides conducting the principal of Tuskegee personally over his huge plant and museum, Mr. Ford spent hours in discussing with Dr. Moton the present economic situation, the outlook of the future, and his own attitude with respect to the place of the Negro in American industrial life.

What that is can best be indicated in the fact that of the 30,000 or more employed in the Ford plant, more than 3,000 are Negroes, and they are to be found in every department of the plant, not only working side by side with white workers, but in many cases with white workers under their supervision. Mr. Ford says with him it isn't a question of color—but of fitness.

Up on Tuskegee

Dr. Moton found that Mr. Ford was thoroughly acquainted with the work of Tuskegee and has followed it with great interest.

While in Detroit, Dr. Moton was the house guest of the Rev. and Mrs. W. E. Daniels, of St. Matthews Protestant Episcopal Church. Dr. Daniels delivered the sermon at the reopening of the chapel at Tuskegee Institute last Founder's Day, in April, and is a leader in civic as as well as religious affairs in the great Michigan industrial center.

On Monday night a banquet was tendered Dr. Moton by the men's organizations of St. Matthews Church, about 200 guests being present. Dr. Moton spoke of the growing sentiment among the white South to see that the Negro receives justice and equal opportunity, than which the Negro asks no more and with less than which he will never be satisfied.

Greensboro, N. C. News
July 29, 1933

G. L. WASHINTGON GOES TO TUSKEGEE

Dean At A. and T. College Resigns to Take Position At Famous Negro School.

G. L. Washington, dean of the negro Agricultural and Technical college here, has resigned to accept a place as director of mechanical industries at Tuskegee institute, Alabama, it was announced at the local institution yesterday. At Tuskegee he will succeed R. R. Taylor, who has held the position 41 years.

Dean Washington has been with A. and T. since 1925, when he graduated from the Massachusetts Institute of Technology, having been financed during four years of study by the Boston Rotary club which watched his creditable record through Rindge Technical Training school.

STOP TUSKEGEE'S ENEMIES

Either Tuskegee must stop the enemies who seem bent upon a program of destruction, or these enemies of Tuskegee will certainly retard the progress and lessen the influence of this great institution in the life of American Negroes. For fifty years and more Tuskegee has stood in the limelight of national and international respect and acclaim, not only in things educational, but in the leadership of a whole people from small beginnings to higher things.

Houston Informer
7-22-33

Now these enemies of Tuskegee appear on the scene to cast a shadow, and a horrible shadow they will cast if Tuskegee does not purge itself of them. And, in the words of President Roosevelt's inaugural address, a thing of this kind "can never be helped merely by talking about it. We must act, and act quickly."

Beaumont, Texas.

Action is the challenge to Tuskegee and the friends of Tuskegee. These blows of the enemy which strike so close to the heart of Tuskegee's leadership can be successfully met in no other way. Let it not be said that Tuskegee lost its high place in the hearts and minds of Negroes because nobody had the courage to act. The Informer looks confidentally to Dr. Moton for vigorous action.

Tuskegee Price Inflation An Appeal for Repeal

Oklahoma Eagle

Tuskegee is the pride of the American Negro. Out of the controversy between W. E. DuBois and Booker T. Washington of a quarter century ago has grown an institution that all America recognizes as the best of its kind in the world. Booker Washington, labeled a traitor to his race while he lived, is now heralded as the "Father" of industrial education. All America is proud of Tuskegee.

Oklahoma City Okla.

But there is something radically wrong down at Tuskegee. An educational centre where young men and women are sent to be molded into intelligent, a centre where educated and honest, and law-abiding citizens a centre where educated and well-trained Negroes are in control, has become a center of crime and bloodshed. Two defenseless women are killed on the campus, and the slayings are still unsolved. A teacher is murdered in cold-blood because it is rumored he talked too much about a previous murder. Talk to any Tuskegee student and he will tell you that many things go down that way that do not reflect credit upon the administration..

Negroes want to know NOW and all America will soon want to know what's the matter at Tuskegee. An institution, born out of hardships, courage, and faith in God, serving a minority people as no other institution can serve them, must not degenerate into a crime center.

WALLACE ACCLAIMS NEGRO SPIRITUALITY

Secretary Of Agriculture At Tuskegee; Says New Deal Needs Religion

Chicago Defender

TUSKEGEE INSTITUTE, Aug. 5.—(Special)—Henry A. Wallace, secretary of agriculture, told an audience of several thousand here tonight that the deep religious feeling as exemplified in the black race was needed as much as "splendid laws and economic experts" in removing the present distress.

"No matter what splendid laws are passed," the secretary said, "no matter what eminent economic experts are employed to administer them, if there remain prejudice, hatred, fear, ignorance and greed, all are bound to fail. What is also needed is a spiritual insight into the human heart."

Secretary Wallace came here on the invitation of Dr. George W. Carver, nationally known research chemist, who taught the secretary botany in the latter's college days. The famous Tuskegee Institute choir sang a group of spirituals before Secretary Wallace spoke and the cabinet member apparently gathered inspiration from the music for his address, declaring that there was an important religious aspect to be reckoned with in working out the New deal.

The present distress, Wallace said, was due to individualism and could be corrected only by two methods; "either by improving the social machinery or by rightness in the human heart." To effectuate the latter, he recommended the "Negro's pronounced spiritual feeling."

The secretary paid a tribute to Dr. Carver, declaring that he had known him 39 years and that the Negro scientist's faith in him had been one of the factors in whatever accomplishments he could claim. Wallace was to spend the night here, proceeding in the morning to Montgomery for breakfast with Congressman Lister Hill.

Tuskegee Institute, Comments on.

Letters To The Editor

Please be brief. We reserve the right to cut letters more than 300 words long.

TUSKEGEE INSTITUTE

Conceived by native Alabamians, chartered by the Legislature of Alabama, founded by a Virginian and fashioned by like-minded men of good will both North and South—Tuskegee Institute has fully justified the faith of its Founder and the hope of its Friends.

Professor Julian Huxley, of King's College, London, on his recent visit to Alabama—after a day of inspection and study of the work and spirit of Tuskegee, concluded by an evening concert of the splendid One Hundred Voice Choir which is now the admiration of music lovers in New York at the opening of the Rockefeller Radio City—said with understanding and enthusiasm—Professor Huxley said:

"A splendid institution splendidly conceived and splendidly carried on, an honor to Alabama and America, a Light on the Way."

The Spirit of Tuskegee so highly praised by Professor Huxley has been admirably expressed by Principal R. R. Moton in his Card of Christmas Greeting:

"I believe in the fellowship of men of good will, in their ability to live together in peace and to co-operate in service and the pursuit of truth.

"I believe in God, in His purposes of good toward all men, and the ultimate triumph of His justice and righteousness in all the earth."

Thus the Spirit of Booker T. Washington speaks again; the Spirit that is the faith of the South and the hope of the world.

HOPSON OWEN MURFEE.
Prattville. Ala.

Birmingham, Ala. News
Thursday, January 5, 1933

INVITATIONS GIVEN TUSKEGEE SINGERS

Offers Made For Appearance At Chicago Fair And European Trip

NEW YORK—An offer to sing at the Chicago world's fair the Negro spirituals with which they are delighting New York audiences at Roxy's Radio City Theater, has been made the Tuskegee Institute Choir, members of which are 100 Negro students from Tuskegee Institute. The offer came from Merlin H. Aylesworth, president of the National Broadcasting Company.

The choir has also received offers of a tour of continental Europe and all concert engagements in several American cities. Offer of the concert trip to Europe came from a Vienna impresario. The offers are being given favorable consideration by Principal R. R. Moton, Director William L. Dawson and Dr. G. Lake Imes, choir manager.

Should offers for the world's fair engagement and offers from American cities for concerts be accepted, it is probable the students would be heard in Chicago several weeks this Summer, with a tour to various cities for concerts also to be made during the warm months.

The students will probably return to the Tuskegee campus after their engagement at Radio City is concluded, so they can get back to their classes. Such is the view entertained by Tuskegee authorities at this time.

A tour of Europe by 100 singers is such a big undertaking that it probably would not be undertaken, if at all, soon. There is a likelihood, however, that it will be made in a season or two.

Columbus, Ga. Ledger
Wednesday, January 4, 1933

TUSKEGEE SINGERS ASKED TO BIG FAIR

New York, Jan. 4.—An offer to sing at the world's fair in Chicago this summer has been made to the Tuskegee Institute choir, so favorable has been the reception given the choir's delightful singing of spirituals before the Radio City audiences. Announcement of the offer came from Principal R. R. Moton of Tuskegee, who took the offer under advisement.

An offer of a trip to Europe, where they would sing engagements all over the continent if accepted, has also been tendered the choir and Tuskegee authorities. Action on this has also been reserved.

Offers of engagements for several other concerts to be given throughout the country have also been received. There is a possibility that as a result of these offers a tour of the principal cities of the country may be made.

Should the offer of the engagement to sing at the world's fair be accepted, the 100 songsters, 50 boys and 50 girls in the party would appear in concerts in Chicago for several weeks in the summer, after classes are ended at the institute. Principal Moton likewise feels that if other concerts are sung in a tour of several other cities, that these, too, should be presented during a summer trip. Dr. Moton feels that when their engagement at Radio City is ended, the students had perhaps better return to the campus and to their studies, though teachers with the party are seeing that classwork is being carried on while they are here.

Atlanta, Ga., Constitution
Thursday, January 5, 1933

TUSKEGEE CHOIR IS ASKED TO SING AT WORLD'S FAIR

NEW YORK, Jan. 4.—An offer to sing an engagement at the Chicago World's Fair has been made the Tuskegee Institute choir, members of which are a hundred negro students of Tuskegee Institute. The offer was made by M. H. Aylesworth, president of the National Broadcasting Company.

So favorable has been the reception of the choir by New York audiences at Roxy's giant music hall, that the offer of the Chicago engagement and offer of a concert tour of continental Europe, as well as offers of engagements for concerts in several cities of the country, have been received by institute authorities. The offers are being given favorable consideration by Principal R. R. Moton, Director William L. Dawson and Dr. G. Lake Imes, choir manager.

Should the offer to sing these engagements be accepted, the students would probably appear in Chicago several weeks this summer. In event offers of concerts in other cities are accepted, a tour to fill these engagements probably would be made this summer also.

A tour of Europe with a hundred singers is such a big undertaking that it is not likely that such a trip would be undertaken before the concerts in the United States. The European offer came from an internationally prominent figure in Vienna.

Ft. Gaines, Ga., Georgian
Thursday, January 12, 1933

CHAPEL WINDOW FOR TUSKEGEE TO DEPICT STORIES OR SPIRITUALS

New York, Jan. 7.—Scenes illustrating the themes of several of the well-known negro spirituals are depicted in a beautiful art-glass window just completed here in the studios of J. and R. Lamb for the chancel of the chapel at Tuskegee Institute, at Tuskegee, Ala. Costing several thousand dollars, it is the first stained-glass window ever made depicting stories of the southern negro folk songs. It is to be installed at the institute upon completion about February 1, of the redecoration of the chapel, to cost about $30,000.

Atlanta, Ga., Constitution
Sunday, January 8, 1933

New Chapel Window for Tuskegee To Depict Stories of Spirituals

NEW YORK, Jan. 7.—Scenes illustrating the themes of several of the well-known negro spirituals are depicted in a beautiful art-glass window just completed here in the studios of J. and R. Lamb for the chancel of the chapel at Tuskegee Institute, at Tuskegee, Ala. Costing several thousand dollars, it is the first stained-glass window ever made depicting stories of the southern negro folk songs. It is to be installed at the institute upon completion about February 1, of the redecoration of the chapel, to cost about $30,000.

The Tuskegee choir, now singing at Roxy's Radio City, visited the studios upon completion of the handsome pane, and in appreciation of the workers' art, sang several of the spirituals illustrated in the big window. Accompanying the choir were Principal R. R. Moton, of the institute; Dr. William Jay Schieflein, of New York, chairman of the institute's board of trustees, and Dr. Walter G. Crump, of New York, another trustee. Principal Moton was visiting New York to hear his hundred students sing at the Radio City theater.

The spirituals illustrated in the window are "Swing Low, Sweet Chariot," "Climbin' Jacob's Ladder," "Go Down, Moses," "Joshua Fit de Battle ob Jericho," "My Lawd, What a Mournin' When de Stars Begin to Fall," "Rise Up Shepherd and Follow de Star" and "Gonna Shout All Over God's Heben."

Floodlights will keep the window perpetually illuminated after its installation in the chapel. Principal Moton is arranging fitting exercises for the dedication of the big pane, which is 18 1-2 feet high and 13 1-2 feet wide.

The Tuskegee choir, now singing at Roxy's Radio City, visited the studios upon completion of the handsome pane, and in appreciation of the workers' art, sang several of the spirituals illustrated in the big window. Accompanying the choir were R. R. Moton, of the institute; Dr. William Jay Schienflin, of New York, chairman of the institute's board of trustees, and Dr. Walter G. Crump, of New York, another trustee. Principal Moton was visiting New York to hear his hundred students sing at the Radio City theater.

The spirituals illustrated in the window are "Swing Low Sweet Chariot," "Climbin" Jacob's Ladder," "Go Down Moses," "Joshua Fit de Battle ob Jerico," "My Lawd, What a Mournin' When de Stars Begin to Fall," "Rise Up Shepherd and Follow de Star," and "Gonna Shout All Over God's Hebb n."

Floodlights will keep the window perpetually illuminated after its installation in the chapel. Pricipal Moton is arranging fitting exercises for the dedication of the big pane which is 18½ feet high and 13½ feet wide.

TUSKEGEE CHOIR ACTING OUT SONG

"Tramp In" Is Dramatized At Radio City Music Hall

NEW YORK—The Tuskegee Institute choir is appearing in a new role in its singing at Radio City Theater the rest of their month's appearances here, in a very powerful and effective illustration of "Trampin." "Trampin" was arranged by Director William L. Dawson.

The song is dramatized on the huge stage of the world's largest theater, with the choir members seen climbing a flight of long stairs to heaven as they sing, wearing flowing golden robes. This dramatization is the idea of Roxy, carried out with fogs for clouds, and thunder and lightning.

The choir is regarded as the best part of the show, according to all comments made by patrons who visit the theater. Every audience continues to give the 100 institute students rousing applause after each number and to demand encores of the powerful, inspiring old Southern folk-songs.

Negotiations are in progress for a series of concerts to be given by the choir on its way home after its concert engagement ends here Jan. 24. Several tentative dates and offers are under consideration and will be announced soon.

YIDDISH INSTITUTE TO STUDY RECORDS

Tuskegee System Of Recording Negro Life Sought As Model For Work

TUSKEGEE INSTITUTE, Jan. 29.—(Special)—Dr. Robert R. Moton, principal of Tuskegee Institute, has been

asked by the Yiddish Scientific Institute through Dr. Max Weinreich, New Haven, Conn., for permission to study the organization and technique of the department of records and research at Tuskegee Institute with a view to using the Tuskegee system of recording negro life as a model for the study of Jewish life all over the world.

Dr. Weinreich, while on a recent visit to Tuskegee, spent several hours in conference with Dr. Monroe N. Work, director of records and research, and editor of the negro Year Book. Dr. Weinreich has already begun a close study of the type of data contained in the negro Year Book and upon receipt of advice from Tuskegee that his request to study the file catalogue has been granted will start immediately upon that work.

The department of records and research, Tuskegee Institute, publishes every six months the lynching record of the United States, is an active factor in the negro health week program and collects and classifies the material for the negro Year Book. It also carries an extensive correspondence with research workers in various fields of social study in this country, Europe and Africa.

Montgomery, Ala., Advertiser
Monday, January 30, 1933

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Oklahoma Paper Praises Work and Representative of Tuskegee Institute

Tuskegee News

We publish below a clipping from the Lincoln County Republican, published at Chandler, Oklahoma, during the past week. The article from which we extract the quotations given below is headed "Genealogy," and is written by Mr. Emery A. Foster, a distinguished lawyer of the Oklahoma Bar.

The article refers to people from the North coming South and seeing for the first time cotton as it grows in the field. Many of them had never seen such before, and it refers to a band of one hundred or more negroes "with sacks on their backs, who marched from the railroad fifty miles west to find homes in the new Country to open the next day." The account refers to a reservation opened for settlement in September, 1891. This band of pioneer negroes settled in Oklahoma, and, as the article expresses it, "raised cotton, cotton, cotton, cotton, until many white folks waxed fat". The article then proceeds as follows:

"There was among the negroes, a sometime school teacher, a sober man, a worker-bee who put away his honey, (money) Henry Callark. In his old age, he had no relatives, I drew a will and deeds for him, leavinf his property to The Tuskegee Normal & Industrial Institute, of Tuskegee, Alabama. I thought it strange then, but now I know why. Lately he fell ill and was taken to the great hospital there, probably to end his days.

Then a fine appearing, modest colored man, came to my offices and introduced himself, with proper credentials, as Clarence A. Powell, Field Secretary of the Tuskegee School. His duty was to check up and unravel the tangled affairs of Henry Callark. It was quite a task, land scattered in several counties, white and colored tenants to deal with, appears to adjust, new leases to make, and accounts to straighten. I was amazed at Powell's patience and ability.

When it was over I asked him: "Where were you raised?" "I was born in Alabama near Tuskegee and raised in a cotton-field", he replied with a smile. "Where did you get your polish and sane and unprejudiced sense?" "At Tuskegee," he answered.

Since Tuskegee can do that for a boy raised in a cotton-patch I no longer wonder at Callark's will, nor why the great educators of the land rate Dr. Robert R. Moton, Principal of the School, with Frederick Douglas and Booker T. Washington."

Commenting on the above article, the Editor is advised that the Clarence A. Powell referred to is the son of Amos Powell, who lived for many years in Macon County after coming over here from Bullock County, and who left a family of boys, all of whom still live here with the exception of Clarence. For thirty years or more, since his graduation at Tuskegee Institute, Clarence Powell has been connected with educational work among his people and for many years has lived in Ohio, Washington, and other places of the North and East doing special field work for the Tuskegee Institute. At the present time he is here on special duty at the Institute for a few weeks or months, and Henry Callark referred to above is also here. Clarence Powell was appointed by the Court, Guardian of the property and Estate of the said Henry Callark, which properties consisted of oil and gas lands which were leased and from which rents and royalties were received. Callark and Powell are both splendid representatives of their race, and the Tuskegee News is always glad to give this race the credit and recognition that it deserves. The Tuskegee News is especially glad to publish good things said about a product of Macon County, one whose people lived among us, and whose education and training were received at the great Institution for his race which has made itself known throughout the civilized world

NEW YORK CITY TIMES
MARCH 3 1933

Invites Tuskegee Dean to Lecture.

Special Cable to THE NEW YORK TIMES.

PORT OF SPAIN, Trinidad, March 2.—Dr. Williams, dean of Tuskegee Institute, has been invited to visit British Guiana this Fall to lecture on vocational training in the primary schools. The invitation follows a visit to the United States last year of Sir Edward Denham, Governor of British Guiana, who was much impressed by the methods employed at Tuskegee.

SPOKANE WASH REVIEW
MARCH 11, 1933

NEW YORK TODAY

By Mark Barron.

NEW YORK.—"The strangest sight in New York is the breadline."

Such is the most vivid impression of Chrystyne Hastings on her first visit to this cauldron of 7,000,000 people. Chrystyne is 14 years old and the youngest member of the 100-voice Tuskegee institute choir which came up for the opening of Radio City, sang before President-elect Roosevelt and then stopped off to sing for Herbert Hoover before returning to Alabama.

In her few days' visit, the little negro girl propably saw more of New York than most of the native Manhatters see in a lifetime. She visited the tallest buildings, museums, the zoo, Chinatown, the water front, Broadway and the Bowery. All of it did not impress her.

"It was the first time I ever saw a breadline," she said. "We have no breadlines down home, although we do have the depression."

Chrystyne thinks New Yorkers are so busy they have no time really to enjoy themselves. "You don't know Sunday from Monday," she says firmly.

Another disappointment was our famed Chinatown. Chrystyne thought it would have some luxurious palaces like those seen in the movies and all she could find were crooked, dingy streets with Chinese signs on the ramshackle buildings. "They were kinda mysterious though," she admitted.

She received a shock when she found Madison Square Garden surrounded by old clothes shops, second hand jewelry stores and cheap lunch counters Then she began excitedly to describe the beauties of Tuskegee, where the buildings, though not multi-storied, at least stand on their own grounds surrounded by flower gardens.

Chrystyne's eyes glistened at the mention of Fifth avenue. "I bought two dresses, several pair of hose and a beautiful pair of shoes."

"You see so many different types of people in New York," she concluded in a philosophic mood. "It would be a fine place to study human nature. But, after all; people are the same everywhere. Some people are sufferin' and some people are happy. That's all.

"I'd like to come back for a little while, mebbe for a year * * *"

It's fascinating, the impression New York makes on visitors for the first time. There was a city marshal from Montana whose only comment on the town was that "you're darned shy of silver dollars here."

The first observation most out-of-towners make is "How can you stand all this racket? Too much noise."

They miss Jim Corbett around those steak and chop houses in West Forty-eighth street where he used to drop in every week to chat with "the boys."

TUSKEGEE SCHOOL CELEBRATION OVER

New Buildings Are Dedicated; Physicians Gather For Clinic

Montgomery Ala

TUSKEGEE INSTITUTE, ALA., April 10.—(Special)—The three-day celebration of the 53rd anniversary of Tuskegee Institute's founding came to an end today with the dedeication of the big new library and handsome new science building, as scores of physicians from throughout the country gathered in the first sessions of the week's annual clinic. The clinic, of which Dr. A. B. McKenzie, of Tuscaloosa, is presiding officer, will end Saturday.

The library today was dedicated to Howard Burke Frissell, second president of Hampton Institute, while the science building was dedicated to Gen. Samuel Chapman Armstrong, Hampton's founder, in exercises held in Logan Hall. Tributes to these noted educators were paid in speeches by Dr. R. R. Moton, who presided; Junius R. Kitchens, agricultural agent, of Opelika, and Instructor L. R. Daly, of the Institute.

Kitchens, on behalf of the Tuskegee class of '13, eulogized the career and character of Dr. Frissell. Dr. Moton highly praised both Frissell and Armstrong. Dr. Arthur Howe, present president of Hampton, also spoke briefly.

In the morning and early afternoon, visitors and trustees were taken through the trades school and other departments of the Institute. A party also came to see the Montgomery County Training School. Most of the trustees and visitors departed this evening and tonight after the dedicatory exercises.

The clinics, began in 1918 with the formation of the John A. Andrew Clinical Society, opened at 8:30 this morning after registration. Presentations of treatises and demonstrations of newly discovered practices in modern surgery began after the meeting opened with Dr. Eugene Dibble, director of John A. Andrew Hospital, as host.

Papers were presented by the following physicians during the day's sessions: Dr. R. A. Vonderloehr, U. S. Health Service; Dr. A. P. Smith, U. S. Veterans' Hospital, Tuskegee; Dr. H. E. Lee, Houston; Dr. J. M. Franklin, Frairie View, Texas; Dr. Seale Harris, Birmingham; Dr. W. G. Crump, New York; Dr. H. R. Butler, Atlanta; Dr. L. T. Wright, New York; Dr. Alexander Kaye, New York; Dr. U. G. Dailey, Chicago; Dr. T. K. Lawless, Chicago; Dr. J. A. Robinson, Darlington, S. C., and Dr. W. L. Breutsch, Indianapolis.

Out-patient clinics were held by 26 doctors at the hospital from 10 until noon. Medical, surgical and several other kinds of clinics were held for benefit of those in need of medical attention, as the various new practices and remedies in many fields of medicine were demonstrated.

Education-1933
Vocational

NEGRO'S CONTRIBUTION TO RACE

To the Editor of The Telegraph:

A few months ago by chance I saw a small volume, entitled "The Employer and the Employee". This little book was written by Rev. J. T. Saxon, a Negro, and is used as a text book in a vocational training school, known as the Memorial Training School. This school was founded by the author of the little book.

The little volume interested me to the extent that I looked into the particulars of the institution and found that the Reverend Saxon really had seen the needs of his people and had had the moral courage to institute a trade school for the purpose of training cooks, maids, nurses, and all types of domestic servants.

This school is the only one of its nature in the state, its aim being to help working boys, girls, and adults. The merit of this school is proven by the fact that there are many satisfied employers of the school's graduates throughout the city, and by the frequent calls coming from surrounding states even as far as New York. And the conclusive evidence of its fitness is that it is endorsed by Supt. Walter P. Jones, and is aided by the Vocational Board of Georgia.

The school was founded by Rev. J. T. Saxon who put $3,000.00 of his own money, as a starter, into the project. Just before the building was completed he transferred all of the papers or the property to the school and church which are chartered under the laws of Georgia.

The building is worth approximately $14,000.00 all of which has been transferred to the Memorial Institutional church to be used for religious and educational purposes.

It has been my privilege to see a copy of the transfer and deed which is dated Nov. 3, 1930 Reverend Saxon has made the largest donation that has been made in Macon by a Negro to his race.

In my opinion the Memorial school is a wonderful institution for the purpose that it is intended, and has my full endorsement and support

HALLIE B. BELL

Orangeburg S.C.
Democrat
Oct 31-1933

Negro Teachers Begin Adult Work

Ten Communities Are In Need of Suitable Teachers

The colored teachers in the Adult Education work are back from Columbia. They report an intensive week of instruction and training. They are busy organizing their schools Monday and Tuesday of this week and will begin teaching Wednesday morning.

The following is the list of colored teachers and the communities they will serve. Louise Jeffer-son, Nazarene School, Rev. Ebenezer; Venture, Elloree; Elizabeth Venture, Parlers. Cherry B. Fulton New Brookland; Thomas J. Lyles, Campus; Elyah Glover, Windsor St.; Merle Culler, Middle Township; Alma Jacques, Holly Hill; Sylvester Lewis, Cordova; Carrie Meyers, Quick Town; Gladys Lockett, Barnwell, Branchville; Virgil Odorn, Springfield.

Teachers are wanted from each of the following places provided they can pass the R. F. C. office thru a point of need, possess a first or second grade certificate that is enforce now and has taught within the last five years preferred; Rowesville, Cope, Bowman, Livingston, Neeses, North, Norway Vance Eutawville, Holly Hill.

Columbia, S. C. Record
October 31, 1933

200 NEGRO TEACHERS GIVEN WORK

Verd Peterson, state supervisor of vocational agriculture, said today a training course for 200 negro teachers of agriculture, would begin November 13. They would be paid as federal relief workers.

Peterson said the negroes would qualify for the emergency relief posts through county educational and relief authorities, as in the case of 200 white agriculture teachers whose training institute begins November 6.

The negro teachers will be trained at Orangeburg, Walterboro, Fountain Inn and Marion. Regularly employed agriculture teachers are to instruct and direct them.

Allotment of the 200 negro teaching positions as announced by Peterson included the following counties: Orangeburg, 10; Richland, Greenwood, Charleston, Colleton, Sumter, Chester, Greenville, Laurens, Spartanburg, and York, 5 each; Florence, 9; Darlington, 6; and Williamsburg, 7.

Columbia, S. C. State
October 31, 1933

NEGRO TEACHERS GO IN TRAINING

Allotment to Counties Announced by Verd Peterson.

Allotment of 200 Negro teachers of agriculture to the various counties in the state to be paid with funds provided by the federal government as an unemployment relief measure was announced yesterday from the office of Verd Peterson, state supervisor of vocational agriculture.

These Negro teachers, all of whom must be certified by the county relief councils as being in need of employment, will be given special training for their work during the week beginning November 13.

The allotment of 200 white teachers of agriculture was announced last week by Mr. Peterson. Their training course begins November 6.

It was explained that many farm people who need help in providing the mere necessities of life will be enrolled in the emergency training classes, following which they will be given jobs of teaching such subjects as the butchering and curing of meats; terracing, gardening, ditching, cobbler work (mending shoes), sharpening tools and plows, care of stable manure, feeding and care of poultry, remodeling dwellings to make them more comfortable, care of milk and many other things that will be needed in the different sections of the state.

The regular agriculture teachers employed in the various school districts will direct the work of the emergency teachers and assist them in every way possible. All teachers after then have been certified by the relief councils as needing work must prove that they have had successful experience in doing the work they are to teach others.

The allotment of Negro teachers by counties is as follows, the training center for the first 11 to be at Orangeburg:

Aiken, 5; Bamberg, 4; Barnwell, 4; Calhoun, 3; Edgefield, 5; Fairfield, 5; Hampton, 3; Lexington, 2; Orangeburg, 10; Richland, 5; Saluda, 3; toal 49. Instructors will be D. T. Robinson, Charles H. McLeod and William Buchanan.

Walterboro training center: Allendale, 3; Beaufort, 4; Berkeley, 4; Charleston, 5; Clarendon, 8; Colleton, 5; Dorchester, 3; Georgetown, 2; Jasper, 2; Williamsburg, 7; total 43. Instructors will be Gabe Buckman, C. V. Bing and J. P. Burgess.

Fountain Inn training center: Abbeville, 4; Anderson, 6; Cherokee, 2; Chester, 5; Greenville, 5; Greenwood, 5; Laurens, 5; McCormick, 1; Newberry, 4; Oconee, 2; Pickens, 1; Spartanburg, 5; Union, 3; York, 5; total 53. Instructors will be T. F. Curry, W. A. White and W. W. Wilkins.

Marion center: Chesterfield, 3; Darlington, 6; Dillon, 4; Florence, 9; Horry, 3; Kershaw, 5; Lancaster, 4; Lee, 4; Marion, 4; Marlboro, 5; Sumter, 5; total 53. Instructors of this group will be H. C. Brewer, Charles D. Wright and R. E. Naugher.

Women Raise Half Saxon School Quota

About half of the quota of $1,000 has been raised by workers in the campaign for funds for Saxon Memorial school, Negro vocational institution, it was announced last night by Rev. A. J. Baker, chairman of the drive committee.

The campaign is being conducted entirely by white women workers. They are asking each of 1,000 prospects to give $1 apiece. The drive was begun Tuesday and was intended to last only that day, but because of the time necessary to see each prospect, it will be extended through the remainder of the week.

Goes To Labor College As Protege Of White Trade, Labor Assembly

Courier 10-21-33

WASHINGTON, Oct. 19.—(CNS)—Miss Jessie Wells, of Beaumont, Texas, a guest at the Phyllis Wheatley Y. W. C. A. during the week, was enroute to the Brookwood Labor College at Katonah, Westchester County, New York, where she has matriculated for a two year study course in labor problems. Miss Wells, a comely young miss under 20, has the distinction of being the youngest person to ever enter the Katonah labor institution, and also is the first person to be sent from Southeastern Texas, having been given the scholarship by the Beaumont Trade and Labor Assembly.

Miss Wells, who spent two years at Howard University, is a graduate of the Phyllis Wheatley High School of Houston, Texas, and became interested in labor conditions and labor problems through the intervention of Frederick H. Robb of Chicago, student labor advisor in American colleges. She follows closely in the footsteps of Miss Thyra J. Edwards of Chicago, who recently graduated from the Brookwood College, where she won a six months' scholarship at the International People's College at Helingfors, Denmark. Miss Edwards, enroute to Denmark, sailed on the S. S. Lafayette, Saturday, October 7th, for London, England, where she will lecture for short periods under the auspices of the Council of Friends on the subject of "Contemporary Social Forces in American Negro Life."

Education – 1933

Vocational

NEW ERA FOR NEGRO IN AVIATION SEEN WITH OPENING OF INDIAN'POLIS AIRPORT SCHOOL TO RACE STUDENTS

Courier Sept June 1-33

Norfolk, Va

Writer Sees Worthy Career For Young Negro In Virgin Field; Discrimination In Government Schools Reviewed

By DR. THEODORE CABLE

INDIANAPOLIS, Ind.—(ANP)—The proposal of the Capitol Airport at Indianapolis to open wide its doors to colored students and proposed flyers who are feeling the urge of wings, marks an epochal corner stone in the field of aviation for the American continent.

As important as the project is, from the standpoint of aeronautics, it has a far greater significance from the aspect of social science and human adjustment. It constitutes a forward step from which both the colored and white groups will benefit alike, if there must be such differential designation. Our white neighbors have faced another fact, and have surmounted his prejudices and traditional stubbornness by applying the simplest and only sensible treatment—equality of opportunity.

Certain Fields Opening

So far as the Negro in America is concerned, his career has been interesting, if at times puzzling. It is heartening to observe that he has made his contributions in full proportion to his opportunities. For many years now, we have enjoyed a succession of Tolans, Slaters, Robesons, and Hayes. The radio and theatre in drama and entertainment have given expression to numerous colored artists and performers. The Negro's own more hecent evaluations of himself, not as such, but as a potential factor in the field to which he is devoted, has begun to accomplish a definite improvement in his status in every line of endeavor, from politics to chemistry.

In aviation however, there seems to have existed a unique situation. With the science of aeronautics an open book, the art of flying presented an impasse, a blank wall through which he could not pass, nor go around, nor tunnel under. There has been a peculiarly subtle and effective boycott against the potential Negro flyer. This barrier has not been either legal or legislative in character, but it has remained practically insurmountable. The means was simplicity itself; government approved schools would not admit him as a student. By the very nature of the occupation, unlicensed bootleg schools are not popular or successful.

Schools Draw Color Line

Personally, I know the course of frustration traveled by innumerable ambitious colored youths who have sought training in policies of the army and navy toward aviation have in aviation schools all over the nation. The childishly senseless policies of the army and navy toward aviation have in the past retarded development in general, and are a factor in the Negro dilemma. There have been young men who took a list of advertised schools and wrote to one after another to gain admission, only to be rejected when their correspondence divulged that the ywere colored. Here and there a half dozen Negroes have learned to fly by virtue of being a personal friend of some white pilot who took the time to impart some precious drops of the fluid of instruction to a persistent and eager friend.

A Worthy Career

The world war surrounded aviation with a halo and glamour which it really does not possess. It is merely an art based on precise requirements, common sense, normalness, and an individual technique of training and experience. The fundamentals are the same whether one is seeking pleasure thrills, a career, or a pastime. To the Negro it offers the same returns as specialization in any other profession, plus the advantages of a field which is not overcrowded but virgin; an industry which is still in its swaddling clothes; one which will inevitably carry the torch and be the backbone of our next industrial revival.

One's imagination could scarcely conjure up a more ideal situation: the world and nation emerging from the bottom of a business cycle; an art standardized in an industry which is just being born and which is inescapably destined to be the world's most powerful force in peace or war, manufacturing and transportation: and finally, Colored America entering for the first time the portals of knowledge and experience.

I take this occasion to wish every success locally and nationally to the wise and understanding gentlemen of the Capitol Airport who, without being aware of it, really are making an experiment in social, industrial and scientific tolerance.

Another Victory Is Scored In Race Relationships Through Field Of Aviation

Courier 4-1-33

Pittsburgh Pa

INDIANAPOLIS, March 30—The proposal of the Capitol Airport at Indianapolis to open wide its doors to colored students and proposed fliers who are feeling the urge of wings marks an epochal cornerstone in the field of aviation for the American continent. Furthermore, the flying school and airport are operating under the Department of Commerce's rules and regulations. Thus the quality of instruction, equipment and facilities are guaranteed to meet the highest standards of aviation.

As interesting and important as the project is from the standpoint of aeronautics, it has a far greater significance from the aspect of social science and human adjustment. It constitutes a forward step from which both the colored and white groups will benefit alike, if there must be such differential designation. Our white neighbors have faced another fact and have surmounted their prejudices and traditional stubbornness by applying the simplest and only sensible treatment—equality of opportunity. Fortunately the world is entering into a period of such adjustments in the realms of business, finance, industry and politics. We are getting directly at causes instead of continuing to waste energy in the attempt to warp effects. The most important human consideration is the art of living together; and the problem ranges from simple, within the confines of a single family, to complex, as regards the inter-relationships of nations. Nevertheless, the one issue alone persists; the goal of a perfect compatibility predicated on each units having an equality of opportunity to develop its capabilities; and in return, accepting its full responsibility to render a maximum service.

So far as the Negro in America is concerned, his career has been interesting, if at time puzzling. It is heartening to observe that he has made his contributions in full proportion to his opportunities. America is approaching nearly an ideal democracy in the fields of sports, music, art, science and the motor industry If you are inclined to question the accuracy of the last item, consider the number of high quality cars cared for and driven by Negro chauffeurs. For many years now we have enjoyed a succession of Tolans, Slaters, Robesons and Hayes'. The radio and theater in drama and entertainment have given expression to numerous colored artists and performers. The Negro's own more recent evaluations of himself, not as such, but as a potential factor in the field to which he is devoted, has begun to accomplish a definite improvement in his status in every line of endeavor, from politics to chemistry. He, as well as his fairer neighbor, must realize there are no black laws of physics, chemistry, economics, psychology or religion.

In aviation, however, there seems to have existed a unique situation. With the science of aeronautics an open book, the art of flying presented an impasse, a blank wall through which he could not pass, nor go around, nor tunnel under. There has been a peculiarly subtle and effective boycott against the potential Negro flier. This barrier has not been either legal or legislative in character, but it has remained practically insurmountable. The means was simplicity itself; government approved schools would not admit him as a student. By the very nature of the occupation, unlicensed bootleg schools are not popular nor successful. Much less attractive would they appear to the brother who has been humorously quoted as preferring to keep one foot on the ground regardless of altitude.

Personally I know the course of frustration traveled by innumerable ambitious colored youths who have sought training in aviation schools all over the nation. The childishly senseless policies of the Army and Navy toward aviation have in the past retarded development in general and are a factor in the Negro's dilemma. There have been young men who took a list of advertised schools and wrote to one after another to gain admission, only to be rejected when their correspondence divulged that they were colored. In some cases tuition was paid and refunded. Here and there a half dozen Negroes have learned to fly by virtue of being a personal friend of some white pilot who took the time to impart some precious drops of the fluid of instruction to a persistent and eager friend. Such experience is inevitably haphazard and of negligible value. I cannot imagine how much time or what means would have been required to pierce this vicious circle had there not intervened the normal evolution of human thought at this time. It had to come some time. It has arrived here and now.

The World War surrounded avia-

tion with a halo and glamour which it does not possess. It is merely an art based on precise requirements, common sense, normalness and an individual technique of training and experience. The fundamentals are the same whether one is seeking pleasurable thrills, a career or a pastime. To the Negro it offers the same returns as specializiation in any other profession, plus the advantages of a field which is not overcrowded, but virgin; an industry which is still in its swaddling clothes; one which will inevitably carry the torch and be the backbone of our next industrial revival. One's imagination could scarcely conjure up a more ideal situation; the world and nation emerging from the bottom of a business cycle; an art standardized in an industry which is just being born and which is inescapably destined to be the world's most powerful force in peace or war, manufacturing and transportation; and, finally, Colored America entering for the first time the portals of knowledge and experience. Aviation and flying appeal to popular imagination as a combination of the most romantic and the most exacting of human activities. In the industry there can never be a divorcement of art from cold-blooded arithmetic.

By way of digression, permit me a prophecy. I see in the near future many attempts at exploitation by penny-grabbing imitators and promoter who have never had the courage or the wisdom of a constructive thought. I take this occasion to wish every success locally and nationally to the wise and understanding gentlemen of the Capitol Airport who, without being aware of it, really are making an experiment in social, industrial and scientific tolerance.

THEODORE CABLE.

March. 1933.

WILLIANA BURROUGHS TO HEAD NEW SCHOOL

Mrs. Williana J. Boroughs, recently ousted from the city school system in a free speech disagreement with the Board of Education, will head the administrative board of the Harlem Workers' School, which will open for registration at 200 West 135th street Monday. Tuition fees for the school will be $2 a course.

Listed among the courses which will be offered are Current Problems of the Negro Liberation Movement, Revolutionary Traditions of the Negro Peoples, Current Problems Among the Latin-Americans, Public Speaking and English. The group is soliciting contributions and books dealing with the Negro and Latin-Americans.

Experimental Vocational Schools To Be Set Up For Relief Workers

Effective Aug. 27, five experimental vocational schools for relief workers will be started in Montgomery County for leisure time activities under a program sponsored by President Roosevelt and directed by Harry Hopkins, national director of relief.

The schools will be located at Chisholm, Baldwin Junior High School, West End, Ramer and Pintlala. People on the active relief list who have had preparation along the lines of vocational work will be selected for the teaching staff. Classes will include gardening, sewing, home improvement, cooking, home care of the sick, child hygiene, and other allied work. Illiteracy classes also will be arranged if there is a demand. All relief workers 16 years old and over will be permitted to attend.

Classes will be arranged so that relief workers may attend at those hours when not engaged in relief work.

The county will provide for transportation to the extent that it will pay for gas and oil and use a relief worker for driver if a vehicle can be obtained.

Tentative plans for the leisure time schools were worked out on Thursday when representatives of the County Board of Education and the State relief administration met with Miss Charlotte Leeper, director of the Montgomery County Relief Committee.

Schools will be organized for both white and negro relief workers. The schools will run for a period of five weeks.

Montgomery County, along with Chilton, Autauga and Elmore Counties, will be the first to set up the leisure time training classes. These four counties have been selected by the Alabama Relief Administration to inaugurate this program as a test for the entire State. The success of the program in these four counties will determine whether similar programs will be set up in other counties of the State.

The Power Station in Harlem; Negro Education in America Since the Civil War Days

By JAMES S. ALLEN

A new type of education for the Negro is to be formally instituted when the Workers' School opens in Harlem this fall. As among other peoples oppressed and forcibly retarded by imperialism, there is among the Negro people of the United States an intense desire and striving for education.

This education has been administered in partial doses for the most part directly by the white ruling class. The cry for equal and free public education was raised by the Negro people together with other demands in the period immediately following upon the Civil War. Hardly had chattel slavery been overthrown, when the Negro masses entered upon the struggle for a free school system equal to that enjoyed by the white masses, such as it was. For a time during the period of the revolutionary Reconstruction governments in the South, this demand was at least partially being realized. In a number of Southern states Negroes acted as superintendents of the state educational system, eloquent testimony to the fact that the Negro people were in the forefront of history, the principal driving force in the South against the old slave institutions.

Lost Few Gains In 1870's

With the desertion of the cause of the Negro people by the Northern ruling class in the 1870's, the Negro masses in the South were enserfed, and whatever rights they had won were taken away from them or abridged. Among these abridged rights was the right to public education. To this day in the South 30 per cent of the Negro children do not go to school at all, others only for a few months or a year. The school facilities are inferior, the teachers paid very little, and state appropriations for the jim-crow school system discriminate heavily against the Negroes.

In the North the Negro people have been able to participate, with certain limitations arising out of segregation, in the benefits of a school system dominated entirely by the white ruling class.

Past Negro Misleaders

Liberals and reformists generally like to point to the Negro schools as an example of the progress made by the Negroes since the Civil War. Booker T. Washington, who is generally hailed along with Frederick Douglass as one of the foremost of the earlier Negro leaders, founded his school at Tuskegee, Alabama, on the principle that the Negro would have to lift himself and make himself "equal to the white man" before he can hope for any equality. His whole philosophy was based on an acceptance of the lot of the Negro people and the theory of white superiority. He became famous, especially with the white ruling class, after his speech at the Cotton Exposition in Atlanta in 1876, in which he said, raising his hand with his fingers as far apart as they would go:

"In all things that are purely social we can be as separate as the fingers of this hand, yet one as the hand in all things essential to mutual progress."

Deeds of the Negro Bourgeoisie

Booker T. Washington is the spiritual father of the Negro upper class today, and his philosophy pervades the Negro colleges and schools. What this policy leads to is best shown by the incident at Tuskegee Institute during the struggle of the Tallapoosa croppers with the deputies and land owners last December, when a wounded Negro cropper who sought refuge at the institute was turned over to the Bourbon authorities to be killed in jail. The advancement that Tuskegee has been able to attain is dmonstrated by the fact that the number of Negroes permitted to vote in that town can be counted on the fingers of one hand and that its graduates, as well equipped as whites in their particular field, must work as porters, janitors or scrub boys, if they find work at all. The same holds generally true for the other Negro institutions of higher learning. The present-day followers and step-children of Booker T. Washington, including those with a tinge of pink, like Schuyler, are bankrupt. For it is necessary, not to try to worm oneself into a comfortable hole in a rotten system, but strike at the very roots of that system until it is overthrown.

Now—Working Class Education

With the opening of the Workers' School in Harlem a beginning is made towards breaking the monopoly in Negro education of the white ruling class and the Negro reformists. Here the working class enters to administer its own education. It is education with a definite class purpose. There is nothing about it of meek acceptance of the rule of American imperialism. The servile prating of the so-called race leaders is replaced by a new, aggressive, self-assertive tone. The workers of Harlem come to this school not merely to be educated, but to be better equipped for the struggle for Negro liberation. The School is in a sense an outgrowth of the Scottsboro movement and all it symbolizes. Just as in the movement to free the Scottsboro boys the working class rose to take the leadership, so in this movement for a useful education that will be of service to the liberation struggle, the working class also takes the lead. As in the Scottsboro movement, there will be many non-workers who have broken away from the domination of the National Association for the advancement of Colored People and Uncle DuBois, and wish to be re-educated in a revolutionary way.

This school can become the counterpart of Tuskegee, serving as a power station for the current of the class struggle. Its classrooms must produce men and women ready to play a leading role in the struggle for Negro liberation and working class freedom.

Education - 1933

Vocational

TRENDS AND TIDES OF MODERN EDUCATION

HIGH SCHOOL HAS A BOOM

Efforts of the City to Meet Varied Training Needs Are Described

9-24-33

By HAROLD G. CAMPBELL,
Deputy Superintendent of Schools.

FINANCING its program for the future is one of the most important problems that public education faces today. The extent of this program has been determined not entirely by educators but by public demand for a broader concept of the meaning of public education and by the new social and economic order.

In the City of New York the problem centres chiefly in the secondary schools, where today we have nearly 22,000 more students than we had in the Fall of 1932 and where adequate provision must be made at once to care for the additional thousands who are expected to return to school as a consequence of NRA codes. The immediate necessity is for more school buildings. Auditoriums, in fact, are being used for study halls and there is short time and double session even in some of our newest and largest buildings. All who apply, however, I should add, are being enrolled in the courses they select.

What has been happening can be seen from the high school registration figures. In 1920 the high school registration was 68,861. By October, 1930, the total had increased to 172,356, a gain of nearly 105,000. The figure for this Fall is 233,000, or a gain of more than 60,000 in three years. We estimate that the register in high schools for the Fall of 1934 will be 245,000.

Causes of Earlier Growth.

For the growth of the high schools before 1930 there were a number of causes; the school-leaving age was raised; the changes in business and industry had made a high school education practically indispensable to any one seeking a position; there was a wider recognition of the value of secondary education; an ever-increasing number of parents could afford to send their children to high school and then to college, and lastly, the definition of public education came to be broadened to include all types of training, both academic and non-academic.

Formerly, public secondary education was almost wholly for youth and wholly for those who could meet certain academic standards. Its aim was to prepare for college. Those who could master the academic subjects survived. Those who could not either left the public high schools and went to private schools where non-academic subjects were taught or they went into business or industry.

The realization of the inequalities that thus operated against the non-academically minded boys and girls and the conviction that the schools could give a broader training and a richer background than the office or industrial establishment led to a widening of the scope of public education. Commercial, technical, vocational and industrial courses gained places side by side with the older academic courses.

Hundreds of children who previously found but little to interest them in the old academic high school thereupon remained to enroll in the new courses. Their number has increased by leaps and bounds; today we find that in some cosmopolitan high schools where formerly the ratio was 60 in the general course and 40 in the commercial course, a complete reversal has taken place; the ratio is 60 in the commercial course to 40 in the general course. This ratio does not hold generally.

Attitude of Parents.

Notwithstanding the efforts of educators to make clear the advantages of commercial or vocational training for non-academically minded students, vast numbers of parents continue to insist that their children receive the general college preparatory course. Seemingly regardless of the boy's aptitude and desires, his ability to handle tools, his like for shop work and his dislike for the study hall, his parents often are convinced that his future lies in another direction and he enrolls in the general course.

According to the latest available figures, 60.2 per cent of the day senior high school students are in the general course; 28.5 in the commercial course; 9.4 in the technical; .6 in the cooperative; .3 in the manual training; .5 in homecraft, and the remainder scattering.

One of the most spectacular gains this year is in the register in industrial high school classes in continuation schools. It has increased from 4,111 in 1932 to 15,270 in 1933. Last year industrial high school classes showed a 50 per cent gain in average daily register over the year before.

Effects of the NRA.

Between 1930 and the present time, one of the largest contributing factors in the growth of all secondary schools has been the unemployment situation. With no jobs available, the children have stayed in the classroom and thousands of adults have sought admission to school to equip themselves with a marketable skill. The traditional high schools, the new vocational high schools, the industrial classes, the technical schools and the continuation schools have been called upon to accommodate vast numbers of new students, grown-ups as well as children.

With our space problem already a pressing one, we now find still another factor making for increased registration, the codes of the national recovery program. Some of the older students who are now in school will doubtless find employment as a result of NRA efforts, but their number will, in all likelihood, be smaller than the number of younger ones who will have to return to school when adults take their places in the business and industrial world. The schools will doubtless also be called upon to provide accommodations for those who wish to train for the intelligent and beneficial use of their newly acquired leisure time, brought by the shorter working-hour regulations.

The result of these developments is that public education has become a matter of discovering and developing the actual and potential capabilities of every child, and of adults as well. To this end, it has been necessary to plan and erect special schools with special equipment. Such schools are more costly than the traditional academic high school and have made the problem of financing more difficult. We have built a number of special schools and have sought in so far as possible to adapt some of our older schools to special needs.

These schools serve as approaches to, on the one hand, the vast number of specialized activities in which the modern business and industrial worlds engage and, on the other hand, to the almost equally varied branches of higher education.

The Varied Offerings.

The great textile industry, which is particularly strong in New York, has its counterpart in the Textile High School, which provides technical training to fit young men and women for almost any level of work. A student can study anything from designing and textile chemistry to the kinds of accountancy most needed in this industry. Similarly, the Brooklyn Technical High School offers an introduction to the worlds of manufacturing and construction; the High School of Commerce prepares for a great variety of occupations in business; the new Samuel Gompers High School in the Bronx will prepare students for the electrical trades when money becomes available to install equipment, and so on. Two high schools give courses in air conditioning, foreseeing a demand for trained men in that field.

The list of specialized vocational studies available in various high schools could be extended indefinitely. And, just as this list has become long, so has that of the fields in which preparation is offered for college. Pre-college work need no longer be limited merely to the old academic course. In many of these special high schools students are doing work that leads directly to one of the specialized schools of higher education. The High School of Commerce is a good example of a unit that combines both vocational and special pre-college studies. Students prepare there for such colleges of business as the Wharton School at the University of Pennsylvania and for pre-law courses, among others.

Work-and-Study Course.

Still another kind of course offered is the cooperative, exemplified in the Haaren High School. Here students may "earn while they learn." By arrangement with their employers they are at work part of the time and in school part of the time. The aim is to combine theory with practice.

Commercial and vocational training may be given either with a view toward enabling a student to become a specialist or to motivate study of the academic subjects. At present, when nearly every special field is overcrowded and when, under the new order of things, a person's general adaptability is going to count for much in his effort to find a place in business or industry, a broad knowledge of basic principles and fundamentals will have high value. The new order is to a certain degree a planned order, and a man's individual liking for a particular field may play a lesser part in his chance to enter that field than it heretofore has. His chances for earning a livelihood may increase with the breadth of his training and extent of his adaptability.

Training for Actual Work in Industry Is Now Widely Offered in New York High Schools. A Textile Class Decorating Fabrics.

Gallatin, Tenn., News
September 7, 1933

VOCATIONAL AGRICULTURE

Summary Of Division Of Education For Year Recently Ended.

D. M. Clement, State Supervisor of Vocational Agriculture, gives the following summary of vocational education in vocational agriculture for the year ending June 30, 1933:

For the year ending June 30, 1933, there was invested in vocational agriculture in seventy counties of the state $86,288.17 federal funds; $105,579.44 state funds; and $65,535.34 county funds; a total investment of $257,402.95. This investment paid the salaries of 152 white and 24 negro teachers of vocational agriculture who gave organized instruction to 13,204 individuals.

The average total cost per capita was $19.49; the average cost per capita to the state was $7.99; to the federal government $6.54; and to the counties of the state $4.97.

Every person taking instruction in vocational agriculture carried out a supervised practice program under the supervision of his teacher. Accurate and up-to-date records are kept of every farm operation. During the past year a supervised practice program was reported by 9,936 students of vocational agriculture who made a labor income of $483,234.09. The labor income from the supervised practice program exceeded the entire cost of instruction by $225,821.14; the cost to the federal government by $396,146.92; the cost to the counties by $417,698.65; and the cost to the state of Tennessee by $387,654.55.

For every dollar invested by the federal government, the state and the counties, the dividends earned by the labor income from the supervised practice was $1.87; for the federal government alone the dividend was $5.60 for every dollar invested: for the counties alone the dividend was $7.37 for every dollar invested; and for the state alone the dividend was $4.57 for every dollar invested.

It is natural for those who do not know to wonder what type of supervised farm practice is carried out by students of vocational agriculture. The 13,204 who report for supervised practice now in operation, state that they are growing 54,052 hogs, cattle and sheep; 61,975 chickens; and cultivating 56,477 acres to crops. The number of different farm enterprises being carried on in the state exceeds ninety. Tennessee is truly a diversified state and all enterprises grown on the farms in the temperate zone, except tropical and semi-tropical crops, are grown here.

The adult education program for farmers is a most important part of the program. This program is conducted in the form of evening schools for farmers who wish to improve their farming program. There are at present in operation 152 night classes being conducted by 118 teachers with an enrollment of 4,511 farmers. These men set up their own problems, the teacher of vocational agriculture gives them the findings of the experiment stations on their problems and the farmer makes his own decisions as to what he is to do about it.

The part-time or "forgotten boy" is included in the program of vocational agriculture. There are at present more than 54,000 farm boys between the ages of 16 and 21 who have dropped out of school before they have finished. The teacher of vocational agriculture seeks out this boy, finds his trouble, organizes a class and teaches him agriculture, arithmetic, English and other things that will improve his civic and vocational intelligence. The part-time boy goes to school a part of the day during the dull season on the farm and works part of the day.

The chief objective of vocational agriculture is to fit persons who take this instruction for efficient operation of the farm. To this end a report is made each year of what becomes of the boys who finish vocational agriculture or drop out of high school before they finish. The record shows that there were 1,921 white boys to graduate or drop out of school last year. Out of this number 1,509 or 78.6 percent went into farming and 412 or 21.4 percent went into lines other than agriculture.

In the case of the negro boys, 266 dropped out of school. Of these 239 or 89.9 percent remained on the farm and 27 or 10.1 percent went into other lines of work.

This report would not be complete without a short statement about the Tennessee Association of the Future Farmers of America.

This organization of vocational agriculture students stands for thrift, frugality, morality and good citizenship. Wherever there is a department of vocational agriculture in Tennessee there is a chapter of Future Farmers. Through the courtesy of radio station WSM and Mr. William A. Burnett, Manager of the Nashville Union Stock Yards, the Future Farmers' Hour is broadcast each Monday at 12:45 p. m. This broadcast has been going over the air each week since May 23, 1932.

A Future Farmer chapter chooses its representatives and he speaks for fifteen minutes, telling about his county, his community and his F. F. A. chapter.

The report made at the last convention showed that these young farmers put into the saving bank last year $71,416.32 in cash; invested in farming $294,021.69; made other investments to the amount of $179,572.63. This makes a grand total of $445,010.64. In addition they cooperated with the State Forestry Department and planted 188,768 forest trees.

Education - 1933

Vocational.

Mississippi Vocational Work at Highest Point

Commercial Appeal

State Board Operates 477 Departments in 80 Counties Which Have Returned Three for Every Dollar Expended.

1-3-33

Memphis, Tenn.

BY F. J. HUBBARD.
State Director, Vocational Education.

JACKSON, Miss., Dec. 31.—Having enjoyed a gradual, healthy growth and carrying the co-operation of citizens and officials all over the state, the vocational departments in Mississippi schools operating under the federal Smith-Hughes act today number 477 and are found in 80 of the 82 counties.

This figure represents a gain of 22 departments since last year and the New Year of 1933 finds the vocational work at its greatest point yet.

Fifteen years ago Congress adopted the vocational education act, commonly called the "Smith-Hughes" Act. Under this act, the states entered into a partnership with the national government for the development of a system of practical education which would help citizens to earn a livelihood in the productive employments of the farm, the shop and the home.

Rests on State Board.

The responsibility for promoting this program of practical education in the public schools of the state rests upon the Mississippi state vocational board. In co-operation with this board, local public high schools throughout this state have established vocational agricultural departments, vocational home economics departments and vocational trade departments.

Three different kinds of vocational classes may be carried on by each vocational department, namely: (1) day classes which prepare young people over 14 years of age for entrance to occupations; (2) part time classes which give employed young people instruction, usually from 4 to 8 hours per week out of their working week, which will extend their skill and knowledge and help them with their social, civic and economic problems; and (3) evening classes which provide opportunities for adult workers to improve their efficiency as workers on their present jobs and prepare themselves for promotion and better wages.

The present period of economic readjustment is a testing time for every form of public service. The people are demanding that non-essential work be cut out and that only the essential public services be carried on.

More Practical Education.

With this general condition obtaining, it should be very gratifying to all friends of vocational education to know that the people of Mississippi are demanding more practical education and that in response to this demand Smith-Hughes work is consistently maintaining a steady growth and expansion—even during this readjustment period.

For illustration, the Smith-Hughes agricultural departments in the state have grown from a total of 195 last year to a total of 200 for the current year. The total number of vocational home economics departments in the state last year was 177, whereas the total for the current year is 184. The trade departments have increased from 90 last year to 93 for the current year.

However, these increased numbers of vocational departments over last year alone do not tell the whole story of expansion of vocational education in the state. During this period of readjustment, a great many county agricultural high schools and small consolidated schools have been reorganized and formed into large special consolidated schools.

As a result of this school reorganization, Smith-Hughes work in agriculture and in home economics was discontinued in seven small high schools last year, and was established in 12 new and larger high schools at the beginning of the current year. However, Smith-Hughes work was not withdrawn from the students of these small schools, because the large central Smith-Hughes high school usually absorbed the small high school, and therefore the students of the small school continued to receive the benefits of the vocational work at the larger school.

Extended Still Further.

Hence, Smith-Hughes work has been extended this year to a much larger number of people in the state than the increased number of vocational departments would indicate.

This steady growth and expansion of Smith-Hughes vocational work at a time like this is evidence that the people of Mississippi believe in this practical sort of education. State Superintendent W. F. Bond, who has served as the chairman of the state vocational board for the past 15 years, says that the Smith-Hughes school is the ideal rural school for Mississippi.

"There are many reasons why our people and our educational leaders believe in the Smith-Hughes school," the director said, "but I should like to bring to your attention only a few of them at this time."

Vocational education is that kind of education which is designed to fit its students for a job, or to hold a job, or to become more proficient on the job. To some, this kind of education may at first appear to be too materialistic for high school pupils, but as a matter of fact it does not conflict at all with the program of general education in our high schools.

The Smith-Hughes school stands for a well-balanced and well-rounded program of education for its pupils. This well-rounded training program has been very aptly and briefly stated by Dr. W. B. Pitkin of Columbia University. Pitkin suggests that a well-balanced program of education must include a four-fold training of the individual.

First, he must be trained in his manipulative ability, or the way he deals with material things. Second, he must be trained in his abstract intelligence, or the way he deals with ideas. Third, he must be trained in his social intelligence, or the way he deals with people. And, fourth, he must be trained in his moral character, or the way he deals with himself, his conscience. A lack of balance between these four phases of training produces the "lopsided" individual.

Incapable With Tools.

For example, an individual might be of excellent moral character and possess remarkable ability as a thinker, and at the same time be "short" in the ability to work harmoniously with people, and totally incapable of handling tools or materials in a workmanlike manner. Therefore, in order to avoid the mistake of a tainting program which would produce "lopsided" individuals, the Smith-Hughes school is definitely committed to a well-balanced educational program which will include all four of these phases of training.

In addition to its social and educational value, Smith-Hughes work has tremendous economic value. Every student enrolled in vocational agriculture is required to carry on an agricultural project on his home farm as a part of his agricultural training. Under the supervision of his agricultural teacher, accurate records are kept on the cost, returns and net profits made from this project. Over a six-year period the Smith-Hughes agricultural boys of Mississippi made an average net profit of $137.97 per boy per year from their agricultural projects alone. This is the only kind of education that gives the boys an opportunity to "earn while they learn."

During the first 14 years of vocational work in the state the total net profit made by Smith-Hughes agricultural boys from project work alone was 184 per cent return on the total cost of their agricultural instruction during these same 14 years. Hence, Smith-Hughes agriculture is more than paying for itself.

Return 3 for 1.

Compare this total net profit from agricultural projects during these first 14 years with the total amount of state funds expended for all kinds of vocational education during the same 14 years, it will be found that for every dollar the state spent for all kinds of vocational work during this period there was returned to the state in the form of increased earnings or net profits to Smith-Hughes students from project work alone the sum of $2.95. A return of almost $3 for $1 is a good economic investment for the state.

In addition to the agricultural project work the Smith-Hughes boys have done many other practical things as a part of their training which have unquestioned economic value. For example, during the past three years these students have screened 958 farm homes, built 674 sanitary toilets at their farm homes, beautified 1,097 home grounds and yards, terraced or drained 58,840 acres of land, planted 1,513 home orchards; 2,777 of these boys have had savings accounts, and 169 of them have bought farms of their own. Many other practical things have been accomplished by Smith-Hughes students as a part of their training, but space will not permit mentioning more.

"Finally," Director Hubbard said, "there is another good reason why our people and our educational leaders believe in Smith-Hughes vocational education. It is because they know that vocational education is the kind of education that is needed and wanted by the so-called 'forgotten man.'"

UNIVERSITY TO KNOW NO RACE

Original

1-20-33

St. Louis, Mo.

School To Be Headed By Dr. Einstein May Have Negroes on Faculty As Well As Enrolled.

NEW YORK CITY—(CNS)—"The Institute for Advanced Study," which is termed by some an intellectual heaven for the Einsteins of the world of learning has as its directive force Dr. Abraham Flexner, for years one of the heads of Rockefeller's General Education Board and known as one of the severiest critics of the vocational trend in American Universities.

Howard Trustee Head Of Board

Princeton University, is at present "the friendly host" to this independent educational agency which will have as its head Prof. Albert Einstein, the noted scientist. With an endowment of $5,000,000 donated by Louis Bamberger and his sister Mrs. Felix Fuld, the necessary financial support is assured.

Dr. Abraham Flexner, who is also a trustee of Howard University and President of the board of that institution is quoted as expressing "a very grave sense of responsibility' in his duties connected with the inauguration of the new "super-university. Observing that new foundations" starting as does this with a clear sheet, without commitments and without traditions, are not likely even in America to be frequent occurences.

In the appointment of Prof. Einstein who is a Swiss citizen in spite of his long residence in Germany, there is evidence that political boundaries of nations will have no influence .

To Have No Barriers

Never will the Institute for Advanced Study be surrounded by the conventional atmosphere of the ordinary university. It will have no student activities, no fraternities, no football team or other athletic endeavors.

And what is most commendable of all, race creed or sex will have no influence in the conduct of the Institute. The founders. Mr. Bamberger and his sister, Mrs. Fuld, laid down the principle that "in the appointment of the staff and faculty, as well as the admission of workers and students, no account shall be taken directly or indirectly or race, religion or sex.

It is stated that every incoming student of the Institute for Advance Study will be capable of holding a professorship at an ordinary college. Few if any students will be invited who have not received the highest of ordinary graduate degrees, the Ph. D.

But Dr. Flexner has carefully left his academic door open for the exceptional scholar who has not received the routine academic approval conferred by degrees. An occasional unusual genius qualified intellectually may enter his portals of higher learning without the formal blessing of other institutions.

The details of education, so standarized in lower levels, will be left to the great intellects about whom the institute will operate. If Prof. Einstein does not wish to give lectures to the half dozen students that may be working with him, he will not do so. He will meet his colleagues when and where and how he choses.

Not more than 10 students will work with any one professor of the institute, and some of the faculty will desire to have only two or three students associated with them at one time.

ARKANSAS UPRISING NOT RACIAL, SAYS PREXY

Pittsburgh, Pa.

CHICAGO, Jan. 19—(By ANP)—Once again is the charge implied that there are white people, just like Negroes, who are willing to make capital of the afflictions of the race and to pose as martyrs to the racial cause when they have become embarrassed for other reasons.

The most recent general charge is contained in a letter to the Associated Negro Press from Lucien Koch, director of Commonwealth College, Mena, Ark., in response to a request for information concerning the recent strike of students at the Arkansas institution.

Two students were suspended at Commonwealth college. After their suspension, 32 others joined them in a strike, and are reported to have taken over virtual control of the school, until police authority was called in to protect the officers of the Commonwealth Association which controls the school.

These students made the claim that they had been suspended because they demanded that Negro students be admitted to the college which is a head-and-hand school for radical workers. The names of the suspended students Jack Copenhaver and Henry Forblade. When their group reached this city after leaving Arkansas, the charge of racial discrimination was made.

Mr. Koch, director, known as the youngest college president in the United States, in his reply to the Associated Negro Press states:

"Mr. Forblade and Mr. Copenhaver were not suspended because of 'leading a struggle for the rights of Negroes to enter Commonwealth college.' We first heard of the issue through the racial press. Commonwealth is very anxious to have Negro students. The only reason we do not have them at the present time is because of our location in the color belt, where insane race prejudice is so intense. We have adopted a program looking toward the admission of Negro students. The first step in this program will be the radicalization of our immediate neighbors and getting Negro speakers to speak to the student group and neighbors. Through such efforts we hope soon to break down race barriers in order that we might have colored and white workers as students at Commonwealth.

"If you could help us in this program by suggesting the names of speakers who might come without too much expense, or by making other suggestions, we would appreciate it greatly."

In an explanation of the strike which Mr. Koch wrote for The Nation, the Negro issue was not recognized at all, even though another alleged false issue was discounted. Mr. Koch wrote:

"The basic issue of the strike . . . was not student representation (as was claimed by striking students) but an attempt to force the school to abandon its non-factional position and to adopt the position of the Communist party. That not all of the strikers were Communist nor even completely aware of the aims of the two students against whose suspension they protested is merely a testimonial to the clever strategy of the Communist group in bringing extraneous issues to the fore.

"The strike was a well planned move by the two suspended students who came back many months ago have on file an application from a member of our faculty who is an avowed Communist party member, for seizing control of the school.

" * * * We feel very sorry that the followers of the Communist party on the campus have not been content with their opportunity freely to propagandize for their economic and political beliefs, which this school, with its prevailing 'left' philosophy, was so willing to grant them. We merely objected to being mistaken for the capitalist system and made a target for Communist wrath."

Pelham, Ga. Journal
May

Negroes To Hold Judging Contest

The Southwest Sectional Vocational Conference and Judging Contest will be held at Mitchell County Training School May 19th and 20th. The following schools will be represented: Washington High School, Cairo; Funston Rosenwald School, Funston; Early County Training School, Blakely; Lowndes County Training School, Valdosta; Brooks County Training School, Dixie; Ocilla Consolidated School, Thomasville; Seminole County Training School, of Donaldsonville; and Mitchell County Training School.

The judging contest will comprise judging of poultry, swine dairy cattle and seeds.

Another aspect of the contest is a Declamation Contest in which one student from each of the schools represented will compete.

N. Y. SUN

MAY 11 1933

URGES A LIBERAL RACIAL ATTITUDE

Keller Makes a Plea for the Negro in Industry.

WASHINGTON, May 11 (A. P.).—Franklin J. Keller, director of vocational guidance in New York city's Board of Education, said at a conference here today that he favored admitting Negro girls and boys to vocational schools on the same basis as white children and urged a more liberal attitude toward Negro workers generally.

Mr. Keller, who is also a director of the National Occupational Conference, spoke chiefly on the occupational trends of the Negro in New York city. While the Negro was making slow headway in entering the field of automobile mechanics, house painting and interior decorating and as workmen in the general building line, he said, the most promising field for the Negro women continued to be in the line of beauty culture.

Monroe Work, a director of the department of records and research of the Tuskegee Institute, in a report on the population and occupation trends of the Negro said that the latest census figures showed that approximately seventy per cent of the colored people were now living in urban districts.

The conference, under the auspices of the Julius Rosenwald Fund of Chicago, is being attended by white and Negro educators and sociologists from various parts of the country.

Raleigh, N. C. Times
May 13, 1933

NEGRO TEACHERS HAD GOOD YEAR

Vocational Agriculture Teachers Busy During Past Year

Negro teachers of Vocational Agriculture have completed one of the most successful years in the history of the work according to the announcement made by Prof. S. B. Simmons, supervisor of the work in the Negro schools. The annual report which has just been completed tells of the many outstanding achievements accomplished by this group of Negro farm leaders.

During the year 1930-31 there were 69 different types of schools conducted in the State. The number for 1932-33 has increased to 104. In 1930-31 there were 1,750 persons receiving instruction. This year the number has increased to 2,464 individuals. The project labor income for this year is $10,148.03 greater than it was last year. In the second State wide "3 to 1" corn contest several individuals produced more than 90 bushels of corn per acre. The highest individual yield the year before was 74 bushels per acre.

Great headway has been made in getting Negro farmers to produce pure-bred crops and livestock. A striking example of work of this nature was accomplished in the John R. Hawkins high school in Warren county. Forty-seven members of the evening class grew Improved Highland Staple cotton. Not only were their yields in most cases larger than those of other farmers, but in addition they received $3.00 more per bale. Under the leadership of Prof. C. S. Wynn these farmers are striving to establish standard varieties of corn, tobacco and cotton throughout the county. Their biggest achievement in that direction has been the cooperative purchase of a cotton gin. Last year the gin turned out more than 500 bales according to State standards for ginning pure bred cotton for seed purposes. These seeds are supplied other farmers throughout the county. The success of this group has been a means of getting another community to purchase a gin to be used in a similar way this year.

Negro farm women as well as men have played a great part in making the work of the year superior to other years.

Goldsboro, N. C. Record
July 27, 1933

NEGRO TEACHERS

To Meet In Annual Conference At Kittrell College—Another Meet July 31.

Rural teachers of vocational agriculture in negro schools of North Carolina will hold their annual conference at Kittrell college, in Vance county, August 3, according to announcement yesterday by S. B. Simmons, supervisor of vocational agriculture in the negro schools of the State, with headquarters at A. and T. college. He stated that the rural workers are keenly interested in this meeting because major agricultural adjustments of the farm relief act are to be discussed.

Teachers who have done outstanding work during the year will be given time to explain their program. The following leaders will appear on the program:

Dr. Charles Stewart, president of Kittrell college; Dr. F. D. Bluford, president of A. and T. college; Dr. H. O. Sargeant, federal agent for vocational agriculture; C. A. Shiffield, assistant in the division of extension service; Donald F. Finn, director of the school of agriculture, Hampton institute, Hampton, Va., and Roy H. Thomas, state supervisor, who will preside.

Kittrell college will also be host during the week of July 31-August 5 to more than 200 New North State farmers a state organization of negro vocational agricultural students. The members of this organization will spend a busy week. They hold their statewide judging contest at Oxford August 1. They will be guests of the North Carolina Mutual Life Insurance company in Durham August 2. August 3 they will hold their third annual public speaking contest. August 4 the annual meeting of the organization will take place and at this meeting winners in the various contests will be announced, officers elected, prizes awarded and delegates chosen for the sectional meeting in Virginia the following week. George Ed Zieglar, of the department of vocational agriculture in Maxton high school will preside over all meetings.